The Journal of the National Education Association
September 1971

TODAY'S EDUCATION

Victory for 18-year vote!
See page 1.

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TODAY'S EDUCATION

September 1971, Vol. 60, No. 6
The Journal of the National Education Association

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This month's cover: At the NEA annual meeting in Detroit last summer, students led an exuberant floor demonstration after they learned that the necessary number of states had ratified the 18-year-old-vote amendment to the U.S. Constitution. See "After All" in the October *Journal* for a discussion of the victory, for which NEA, Student NEA, FTA, and other groups had worked long and hard.

Coming:

A new idea from the author of *Schools Without Failure*

The ABC's of how kids can work for rat control

An article on career education by the U.S. Commissioner of Education

A "Searching Mind" piece about our biological clocks

A special feature on the teaching of reading

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NEWS AND TRENDS

NEA Convention Held in Detroit

Delegates to the NEA Convention in Detroit this summer celebrated the passage of the 18-year-vote amendment (see cover), applauded blasts at President Nixon's failure to support the schools, and heard an NEA plan for a federal foundation program to finance education.

The delegates elected Catharine Barrett, classroom teacher of Syracuse, New York, as president-elect and heard incoming President Donald Morrison call for teachers to assert their rightful role as the shapers of instruction (see interview in this issue, page 50). Morrison succeeded 1970-71 NEA President Helen Bain.

Details of the Convention, including excerpts from resolutions, will appear in an early fall issue of the NEA Reporter, sent to all members. (Single copies of all the 1971 resolutions are available without charge from the Resolutions Committee at NEA Center.) The Reporter will also report on the NEA Constitutional Convention, held in July and August.

Givens, 1935-52 NEA Leader, Dead at Age 84

Willard E. Givens, NEA executive secretary from 1935 to 1952, died May 20 at age 84. Dr. Givens, before his 17 years of NEA service, had been teacher, high school principal, and superintendent in Indiana, Hawaii, and California.

The 1970-71 NEA annual report, issued by the NEA Board of Directors, was dedicated to the memory of Dr. Givens.

18-Year-Vote Amendment Enfranchises 11 Million

The Census Bureau estimates that 11 million persons who would not have been eligible to vote under previous laws will be enfranchised for federal elections by the Voting Rights Amendments of 1970. A Constitutional amendment, passed by Congress and ratified by sufficient state legislatures, now extends the 18-year-old vote to include state and local elections as well.

In the nation as a whole, the Bureau said, persons under 25 will make up an estimated 18 percent of the total electorate in 1972. The Bureau added that about half of the population in the 21 to 24 age group said they voted in the Presidential election of 1968. For the rest of the population, 68 percent said they went to the polls.

Conference on Youth Develops Recommendations

Among the recommendations developed by the education task force at the White House Conference on Youth this spring in Estes Park, Colorado, were those calling for revamping the tenure system for teachers and administrators, developing new types of community learning centers, and guaranteeing student voting representation

on school and college governing boards.

As an alternative to the present system of tenure, the task force suggested that personnel committees—consisting of students, administrators, faculty, and community members—be formed at each school to review evaluations made by students and administrators and decide whether to renew a contract. The task force also urged that students receive voting membership on governing boards: "Since 18-year-olds now have a vote, it is important that schools and colleges offer training in how communities are organized and how political processes operate."

Chicano Students Isolated, Rights Study Shows

A U.S. Civil Rights Commission study, covering five states, has found that Chicano (Mexican American) students are "severely isolated" in the public schools and that "for the most part, Mexican Americans are underrepresented on school and district professional staffs and boards of education."

About 70 percent of all Spanish-surnamed children in the United States are in the five states surveyed (Arizona, California, Colorado, New Mexico, and Texas).

The Commission said that about 45 percent of Chicano students go to predominantly Mexican American schools, isolation is most severe at the elementary level, many Chicano students are isolated in districts contiguous to predominantly Anglo districts, and only 4 percent of teachers and 3 percent of principals in the area studied are Mexican American. The Commission said that, of the five states, only California has acted to eliminate ethnic imbalance in its schools. Texas, it said, has the largest number of predominantly Mexican American districts.

Report Urges Overhaul of Higher Education

Charged by HEW to take a fresh look at public policy in higher education, a study group has called for a basic overhaul of the system. The study, chaired by Frank Newman of Stanford University, charges that "the system, with its massive inertia, resists fundamental change, rarely eliminates outmoded programs, ignores the differing needs of students, seldom questions its educational goals, and almost never creates new and different types of institutions."

The Newman Report calls for diversification of faculty, reform of graduate schools, expansion of non-college opportunities, new patterns of college attendance, decentralization of college governance, new modes of financing, and promotion of off-campus education.

USOE's Acting Deputy Commissioner for Development Don Davies has lauded the report and has urged colleges to provide "different approaches and styles and settings to meet the requirements of different people." Congress is presently considering several proposals to overhaul higher education legislation, including an Administration request for a National Foundation for Higher Education, designed to develop new approaches outside the lockstep of year-by-year degree gathering.

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- *Arrow Book Club (Levels 4-6)*
  With books like *Little House in the Big Woods* for 40¢ and *20,000 Leagues Under the Sea* for 45¢.
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  With books like *Kidnapped* for 40¢ and *Seventeenth Summer* for 40¢.
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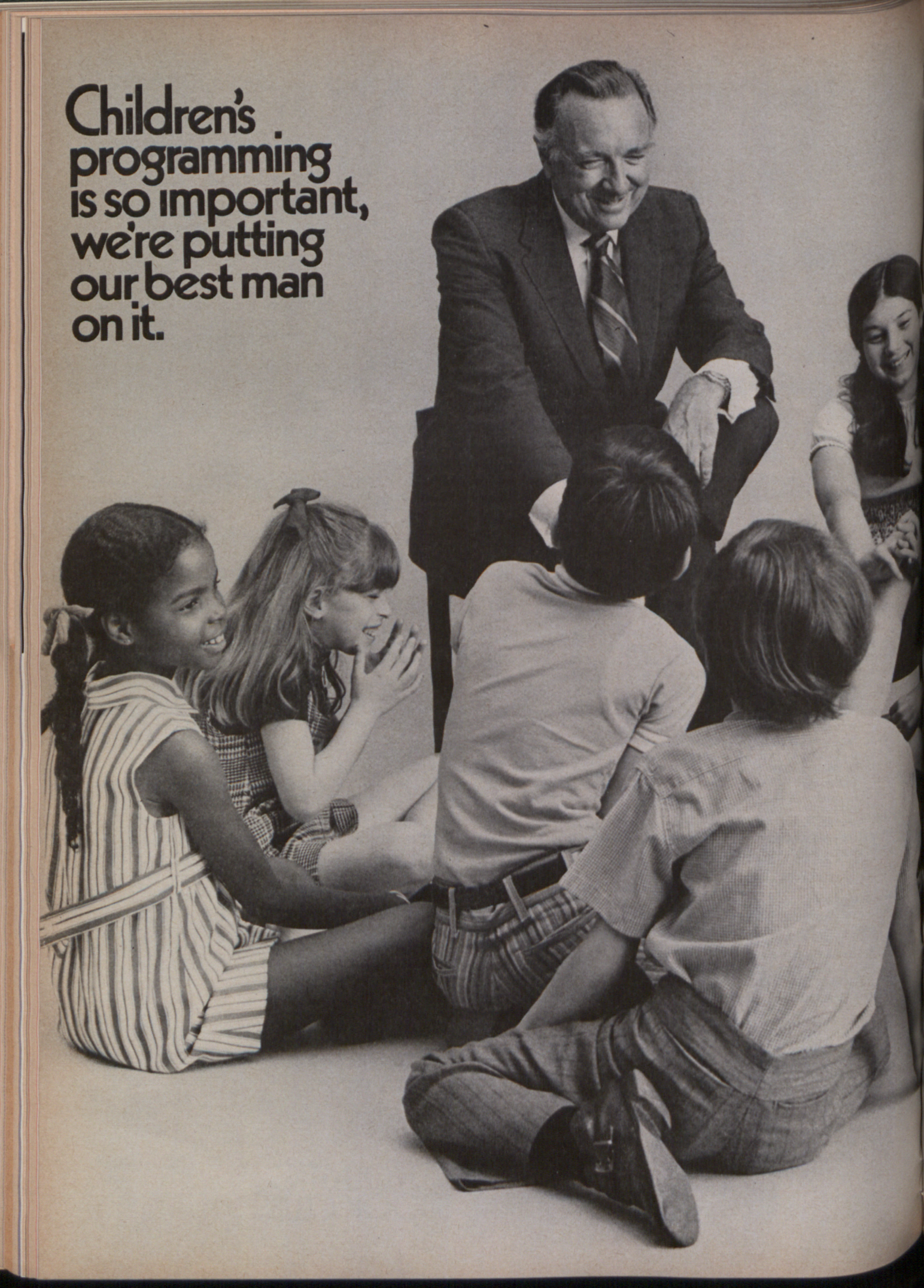
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programming
is so important,
we're putting
our best man
on it.

Walter Cronkite, our number one world watcher, has an important new assignment.

Starting this fall, every Saturday Walter will act as anchorman on "You Are There," a new young people's version of the classic CBS News series which offers "eyewitness" re-enactments of historic events.

The new "You Are There" represents a giant step in the direction of venturesome, thought-provoking entertainment that talks *up* to young people. In addition to anchorman Cronkite, CBS News will assign some of its top correspondents to "cover" such news stories as the Lewis and Clark expedition, the trial of Socrates, the Alamo, the Trojan Horse.

Expert newsmen like Mike Wallace, Richard C. Hottelet and Morley Safer. Top-flight performing talent will also give the series their best: E. G. Marshall will play Sam Adams in our opening re-creation of Paul Revere's ride. And Geraldine Brooks will portray Amelia Earhart.

The addition of Walter Cronkite and "You Are There" to our schedule is just one of several major innovations with which we will enlarge the scope of children's programming in the coming season.

Throughout the Saturday morning hours when CBS regularly presents television's most popular lineup of programs for young viewers, we will introduce "In the News," a series of brief news broadcasts designed to help young minds better understand what's happening in the world. Produced by CBS News, these "minor" newsreels will be seen eight times each Saturday.

"CBS Children's Film Festival," winner of a George Foster Peabody Award and a Saturday Review Television Award, will return on an every-week basis. This showcase for outstanding children's films from all over the world will be hosted by Kukla, Fran and Ollie.

Nor will quality programming for the young be confined to Saturdays.

Long before "Sesame Street," youngsters were learning their abc's on CBS. Weekdays from "Captain Kangaroo." The Captain will continue his daily adventures in learning this season—his 16th!—with some exciting innovations of his own.

Children can also learn a good deal about themselves in relation to the grown-up world through our broad spectrum of programming created for the enjoyment of the entire family. Regular series seen each week and specials of notable appeal for all ages. Such as the forthcoming National Geographic specials; Charlie Brown; New York Philharmonic Young People's Concerts; Dr. Seuss; Leonard Bernstein and the Vienna Philharmonic in an all-Beethoven concert filmed in Vienna, and The American Revolution: 1770-1783, a continuing series of ad-lib interviews with such major figures in American history as George Washington, Samuel Adams and Lord North, as portrayed by some of the world's finest actors.

Programming for minors has always been of major importance to us. That's why we give it our best.

CBS

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The Chronically Ill Pupil

As a teacher who was once a crippled child (osteomyelitis), I read with great interest your article, "The Human Being Inside the Child" (May).

The heart of the entire article for me was the statement that "the teacher must help the child to adjust to the real world the way he is." I feel, however, that the authors overlooked what might be the vital completion of that thought: ". . . and the way *it* [the world] is, for he must learn to live in that world."

In my own case, I made an acceptable, though long and gradual adjustment back to school life (after a two-year absence) mainly because of the wisdom and common sense of most of my teachers. They treated me like an intelligent human being instead of like a freak or a mental defective who must be constantly guarded from the possible results of his own idiocy.

Although I was sometimes mocked by other children (and learned to cope, as one does), I enjoyed school as a reasonable world guided by realistic adults who cared but did not smother.

Now, as an adult and a teacher, I sometimes find myself being thankful for the painful childhood memories of myself struggling to become a total individual instead of just a "crippled child." For it is those very memories which now help me to understand many of the strongest psychological needs of physically handicapped children—to develop what skills they can and to cultivate a wide range of interests.

Thank you for a fine, stimulating, provocative article.

—Mauricia Price, *first grade teacher, Riverside School, San Pablo, California.*

I protest the description of asthmatics in the article, "The Human Being Inside the Child." Some statements are *not* 100 percent true, and the whole picture is not presented.

I know whereof I speak. I am the mother of two sons, both afflicted with varying degrees of allergy and asthma. Briefly, my boys are both as well-adjusted as any youngster in today's society. Each boy has an IQ well over 140. Each boy is involved in accelerated school courses and is excelling. Asthma attacks occur in every possible situation.

—Betty R. Hinkle, *English teacher, Coronado High School, Colorado Springs, Colorado.*

Thank You for UniServ

Thanks and commendations are due to NEA and the Oregon Education Association for providing local associations with UniServ representatives this year.

UniServ is the most significant step forward for teachers that I have seen in 12 years of teaching. For the first time, we really feel we have support and assistance immediately available. What other method could be more productive in uniting the teaching profession and inspiring local leadership at a time when both are so critically needed? Why didn't someone think of UniServ sooner?

Throughout our salary negotiations and subsequent impasse proceedings this year, our UniServ representative has advised and supported us to an extent that has never been possible in the past through any services of our professional organizations.

Our local association will support UniServ financially next year and recommends that such services be extended to all teachers and local associations.

—Dorothy Kerr, *spokesman, negotiations team, Lowell (Oregon) Education Association.*

Foreign Language Teaching

The article by Mary Jackson, "Let's Make Foreign Language Study More Relevant" (March), points out that teachers of a foreign language must identify their product with the world that challenges them.

The study of foreign languages is related to many fields of study, including international relations and cultural heritage, and can be identified with a sociological study of the United States. If foreign language study is geared toward ethnic groups in the United States, students may discover more relevancy in learning a foreign language than they ever dreamed of.

—Salvatore W. Discepolo, *Spanish teacher, The Norwich (Connecticut) Free Academy.*

The teaching of foreign languages needs not only relevance but also humaneness. Teachers of foreign languages have an unequaled record for failing students, and they are proud of this. Students who hope to attend college may want to learn a foreign language, but they simply cannot afford the risk of electing a class where failure is likely.

One high school teacher, who had [illegible] group of students with above averag[e] learning capability, told me of her [illegible] nonsense academic standards of exc[el]lence. She opened her grade book to sh[ow] what she meant. She was giving fail[ing] grades to a third of these students and [gave] and B's to fewer than a fourth!

My own high school experience wi[th] foreign language was excellent. I do [not] doubt that somewhere there are [still] humane teachers of foreign language.

—Richard S. Mitchell, *professor of e[du]ucation, San Jose (California) St[ate] College.*

Freedom for Students

The article, "Freedom, Booby Trap fo[r] Students," by Lass and Wilson in *Today's Education* (April) intrigues me.

I sincerely believe that the author[s'] viewpoint is true—too true! Our schoo[ls] and society have failed to teach our you[th] what freedom really is. Freedom is [not] the right or license to do anything [one] wishes, but the right to determine our own destiny and to control one's [own] thoughts, feelings, and actions. It implies self-control, self-restraint, and self-discipline.

—Mildred Redenbo, *guidance counselor, Stapleton (Nebraska) Public School.*

On Teaching in Australia

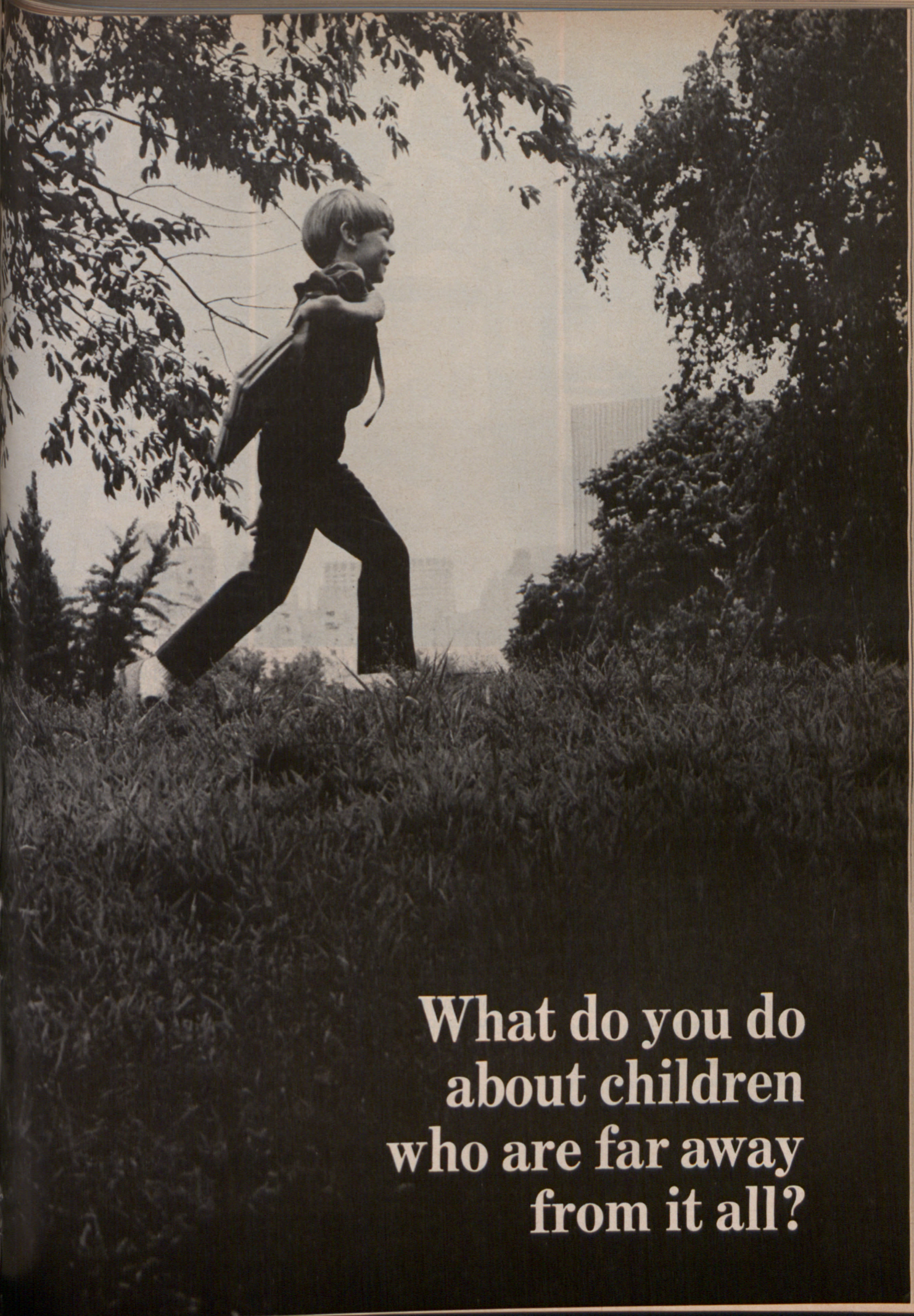
In October 1970, my wife and I [both] accepted teaching assignments in [New] South Wales, Australia. We have found our experiences here both exciting and frustrating.

The majority of schools in New South Wales, including high schools, have very strict discipline. Students are punished by caning or standing at attention or against the wall. The pupil-to-teacher ratio in most classes is 35 or 40 to one, and there is a severe shortage of classrooms and equipment. Recent articles in Australian newspapers are noting the seriousness of the educational situation here.

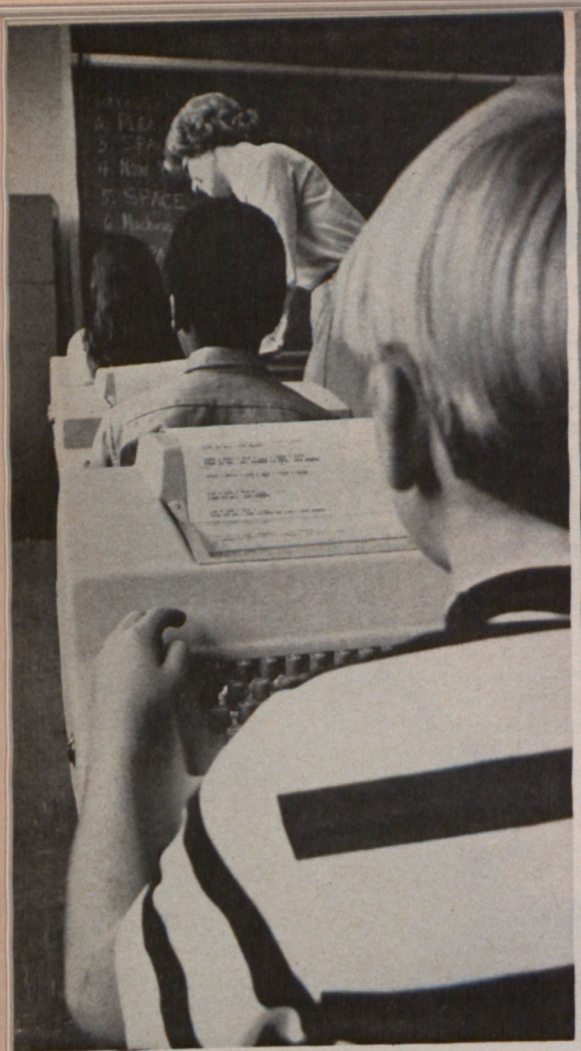
I taught fourth through eighth grades in the United States and worked as multimedia coordinator in one school. Here I have been assigned science and woodworking in high school, despite my lack of experience in these areas. I have written to the Department of Education in Sydney regarding the multitude of problems Americans face teaching here, but my correspondence has been to no avail.

My major concern is for new teachers who are unable to secure employment in the United States and who may respond to an ad for teachers run by the Department of Education, New South Wales. They may find themselves psychologically

(*Continued on page* 16)



What do you do about children who are far away from it all?



Students in the metropolitan cities can be as far away from it all as rural youngsters. It happens every time some of education's best advantages pass them by.

Today, small communities like Medicine Bow, Wyoming (population 392), as well as big-city systems, like New York City (population 7,867,760), are making use of the nationwide telephone network to give young pupils rich—and occasionally unique—learning experiences.

This network, for example, recently gave music students in Medicine Bow, Wyoming, a chance to visit with Leonard Bernstein. The science students learned about some of space travel's complex elements from a NASA official in Houston. It was a system of Tele-Lecture combined with telewriting that gave Medicine Bow's pupils the chance to reach out beyond Wyoming to the whole country.

Tele-Lecture, telewriting, and remote computer access is available to today's students over Bell System's nationwide communications network.

For example: In New York City, more than 2000 elementary school pupils, using Touch-Tone® phones in their homes, are reinforcing math skills by 'talking' with a computer.

The pupil hears the computer say, "What is four plus four?" He responds to the computer by pressing the buttons on his Touch-Tone phone. If he presses the right buttons, another problem will follow. If he is wrong, the question is repeated and if he is wrong again, the computer gives the correct answer and presents a different problem. The pupil's progress is recorded and future drills are structured to the student's achievement level.

Computer math programs are coming to rural children as well. First-through-eighth graders in several schools in eastern Kentucky are now learning math with the help of a computer-assisted instruction program that comes from Stanford University in Palo Alto, California, via the telephone network.

Edwin R. Jones, Director, Eastern Kentucky Educational Development Corporation, describes his thinking about computer-assisted instruction:

"What catches my mind and imagination about CAI is the fact that today, for the very first time in the history of education, we can actually provide individualized instruction for a whole classroom of students. Not only is the instruction process individualized, it's programmed so that those responsible for student learning know exactly how the pupil is interacting and progressing with the material. For years and years we've talked about individualized instruction for the student. Now it's a fact in some of our schools. I hope it will some day be a fact in all of our schools."

Delaware is one of several states that have developed a communications system that provides urban and rural students educational advantages. A statewide multichannel closed-circuit TV system serves Delaware schools with a total enrollment of 105,000 pupils. Programs are designed to enrich the educational process and are transmitted throughout the state over a network especially designed by Bell System engineers.

The American Telephone and Telegraph Company and your local Bell Company are continually working to improve educational communications.

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BIBLIOGRAPHIES

Aerospace Bibliography. Lists references by subject index; also includes an annotated bibliography and sections on reference materials and periodicals. 1970. 102 pp. $1. Cat. No. NAS 1.19:48/2. Supt. Doc.

Speed Reading. References grouped into categories, such as tachistoscopic and controlled pacing, paperback scanning, processing information, and measurement. Annotated. Rev. ed. 1970. 44 pp. 75¢. Intl. Reading Assn., Six Tyre Ave., Newark, DE 19711.

Writings on Jewish History. Selections include fiction and nonfiction; historical texts and documents; and literary works, both classic and modern. Annotated. For use in grades 5-12. 1970. 31 pp. 35¢. The American Jewish Committee, Institute of Human Relations, 165 E. 56th St., New York 10022.

CITIZENSHIP DAY SEPTEMBER 17, 1971

Congressional District Atlas (Districts of the 92nd Congress). Maps arranged in alphabetical order by states. Also includes listings of the Congressional district or districts in which counties and specified cities are located. 1970. 220 pp. $1.75. Cat. No. C.3.62/5:970. Stock No. 0301-0142. Supt. Doc.

How Our Laws Are Made. A handbook that provides a nontechnical outline of the background and the numerous steps of our federal lawmaking process. Covers the process from the origin of an idea for a legislative proposal through its publication as a statute. 1969. 57 pp. 35¢. House of Representatives Document No. 91-127. Supt. Doc.

The 92nd Congress and Its Committees. Explains how the committee system works, with special reference to the 92nd Congress. Gives the areas of interest of each Congressional committee and its membership, chairman, and ranking minority member. 1971. 22 pp. 35¢. The Center for Information on America, Washington, CT 06793.

This Is Our Flag. Poster-type picture of the U.S. flag with the legend, "Be Proud of It." For framing and display. 1970. 11 x 15 in. 25¢. Supt. Doc.

ENVIRONMENTAL EDUCATION

Noise—The Third Pollution. Explains what noise is and what it does—physically and psychologically—and what you and your community can do "to quiet our society." 1970. 20 pp. 25¢. Pamphlet No. 449. Public Affairs Committee, Inc., 381 Park Ave. South, New York 10016.

Wild and Scenic Rivers. Discusses the rivers designated by the Wild and Scenic Rivers Act of 1968 to remain in free-flowing condition. Also presents pertinent information on how the immediate environments of these rivers are to be protected for the future. 1970. 28 pp. 25¢. Cat. No. I 66.2:R52/2. Stock No. 2416-0037. Supt. Doc.

HEALTH EDUCATION

Play—With a Difference. Report of a five-year, on-site staff training program at a New York state school for the retarded which sought to determine the extent to which the profoundly handicapped's potential might be developed through supervised play. 1970. 16 pp. $1. Play School Assn., Inc., 120 W. 57th St., New York 10019.

Strengthened Programs of International Cooperation for Halting the Illicit Supply of Drugs. A reprint from the Department of State Bulletin. Considers the prevention of smuggling, elimination of illegal processing facilities, and the control of cultivation. 1970. 7 pp. 10¢. Dept. of State Publication 8531. Supt. Doc.

SCIENCE

Man in Space. Takes a look back to the 1960's. Covers Apollo, Skylab, and the shuttle and space station/space base of the 1970's and takes a look ahead to the 1980's. One in the series, *Space in the Seventies.* 1971. 21 pp. $1. NASA EP-81. Supt. Doc.

Two over Mars. Details the missions of Mariners 6 and 7 to the vicinity of Mars in the summer of 1969. 1971. 40 pp. 50¢. NASA EP-90. Supt. Doc.

SOCIAL STUDIES

Afro-Americans in the Far West: A Handbook for Educators. Focuses upon the Far West (principally California), with reference to national developments where especially pertinent and general background information when important. Results gathered by the Far West Laboratory for Educational Research and De-

(*Continued on page 14*)

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FREE OR (*Continued from page* 12)

velopment. 1970. 106 pp. 60¢. Cat. No. HE 5.6/2:AF8. Supt. Doc.

The American Soldier. Full color reproductions of paintings depicting American fighting men at various periods of U.S. history. Portrays uniforms, arms, and equipment with accuracy. 1970. 10 pictures to a set. $1.50. Set No. Three, 1775-1965. Supt. Doc.

Answers to Your Questions About American Indians. Covers subjects, such as the legal status of Indians, Indian lands, the economic status of Indians, and Indian education. Information for the year 1968. 1969. 42 pp. 30¢. Cat. No. I 20.2:In2/21/969. Supt. Doc.

"Ask Not What Your Country Can Do for You . . ." Text of John F. Kennedy's inaugural address on antique parchment, with reproduction of portrait and signature of the 35th President. Suitable for framing or plaquing. Includes instructions for plaquing. 1970. 11½ x 14½ in. $1. Academy, 1036 N. Normandie, Hollywood, CA 90029.

Beyond Vietnam: Public Opinion and Foreign Policy. A report of a national policy panel established by the UNA of the USA. Analysis of the issues and recommendations for the development of new institutional relationships between the public, the Congress, and the Executive. 1970. 48 pp. $1. United Nations Association, USA, 833 UN Plaza, New York 10017.

Crispus Attucks. Biography of a black patriot, an American martyr of the Revolutionary War. First volume in a series of publications. 1968. 32 pp. 50¢. Noble Heritage, Ltd., 141 E. 44th St., New York 10017.

Equal Pay Facts. Tells what equal pay is, why it is important, which states have equal pay laws, and who supports the principle of equal pay. Also briefly discusses the Federal Equal Pay Act and Federal Classification Acts. Rev. 1970. 7 pp. 10¢. Cat. No. L 13.11:2/9. Supt. Doc.

Our Nation's Capital. Pictorial guide and factual description of Washington, DC. Includes information on the three branches of the U.S. government in action and on the 115 diplomatic embassies and foreign missions in the capital. 1970. 64 pp. $1. (75¢ for NEA members). Capital Publishers, Inc., 5306 Belt Road, N.W., Washington, DC 20015. ☐

NEA Mutual Fund, Inc.—an open-end, diversified, common-stock fund with the objective of long-term capital growth. NEA members may invest in shares of the Fund at a 2 percent sales charge. (To obtain a prospectus, write to Educators Fund Management Corp., 1156 15th St., N.W., Washington, DC 20005.)

Auto Leasing—a service of the Teachers Services Corporation which provides members with an economical way to drive a new car. (For information, write the Corporation at 1156 15th St., N.W., Washington, DC 20005.)

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For information about any of the last five programs described above, check the appropriate boxes and mail this coupon to:

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The U.S. Committee for UNICEF welcomes your support of this program, although no UNICEF endorsement of any product is intended.

ZIP CODE (*Continued from page 8*)

and philosophically unprepared to teach in this school system.

My wife and I, as well as many other American teachers who are here now, will be returning to the United States as soon as our contract periods are up.

—Ted Burgon, *Kingswood High School, Mulgoa, New South Wales, Australia. Mr. Burgon is secretary of the Kingswood Teachers Federation Chapter and is a past president of the Shasta County and the Shoreline Teachers Associations in California.*

◆ *We regard the letter above as a reasonable judgment by a former local association leader and feel the responsibility to print it, because New South Wales ran a recruiting ad with us (February 1971).*

Heroes Without Haloes

I most heartily agree with the author of "Youth's Heroes Have No Haloes" (February). I thought perhaps my middle-aged viewpoint was tuning me out as I hear today's kids discuss the people they admire. But even the youngest teachers are puzzled by the pupils' indifference to the "guys in the white hats."

We thought the kids would be impressed with the men involved in our space program, but the young were more interested in the math aspects of the flights and in the foods the astronauts ate and the space suits they wore. The kids don't see the astronauts as courageous or daring. Perhaps adults' comments about their "taxes shooting off up into space" have destroyed the image of the astronaut as a hero.

—Jane L. Granger, *instructional materials specialist, Overlook Elementary School, Whitehall, Pennsylvania.*

In my search for information and opinions on today's youth, Dr. Quigley's article caught my attention.

Let me remind him that not all youth find their personalities within a group. Believe it or not, there are still youth in this world who like to be alone.

On the whole, I feel the author evaluated the long-haired side of youth very well. Next time, I'm sure people would be interested in finding out how the everyday, down-to-earth youth develop.

—Janet Ward, *freshman, Abilene (Texas) Christian College.*

Soviet and American Educators

I was pleased to see the article, "When Soviet and American Educators Meet" (May).

In 1960-61, I was an exchange teacher in England. My year of living in another country changed my whole view on international relations.

When I gave talks about my experiences in England, I often made the statement that the paltry exchange of about 100 British and 100 American teachers each year only scratched the surface of improving international relations, that an exchange of 50,000 Russian teachers with 50,000 American teachers could well result in changing the world and bringing us all closer together.

This remark was passed over lightly in the 1961-63 period. But perhaps the climate has changed sufficiently for some move in that direction now. Let's hope so.

—Leonard C. Blessing, *head, Science Department, Millburn (New Jersey) Senior High School.*

It is naïve to make a comparison between the Soviet and American systems when discussing "equality among the sexes." Soviet women have no choice. They work to help support the state.

Can you imagine the furor here if the state would force women to engage in competition for jobs and then tell them what work they should do?

The Soviet pay scale cannot compare to ours either.

—Nancy Churgo, *fifth grade teacher, Parchment Intermediate School, Kalamazoo, Michigan.*

ILLUSTRATION CREDITS

Cover: Joe Di Dio; p. 25: Chris Coon; p. 31: Chris Coon; p. 50: Carolyn Salisbury; p. 51: Joe Di Dio; pp. 54-55: Chris Coon; p. 60: Joan Clark.

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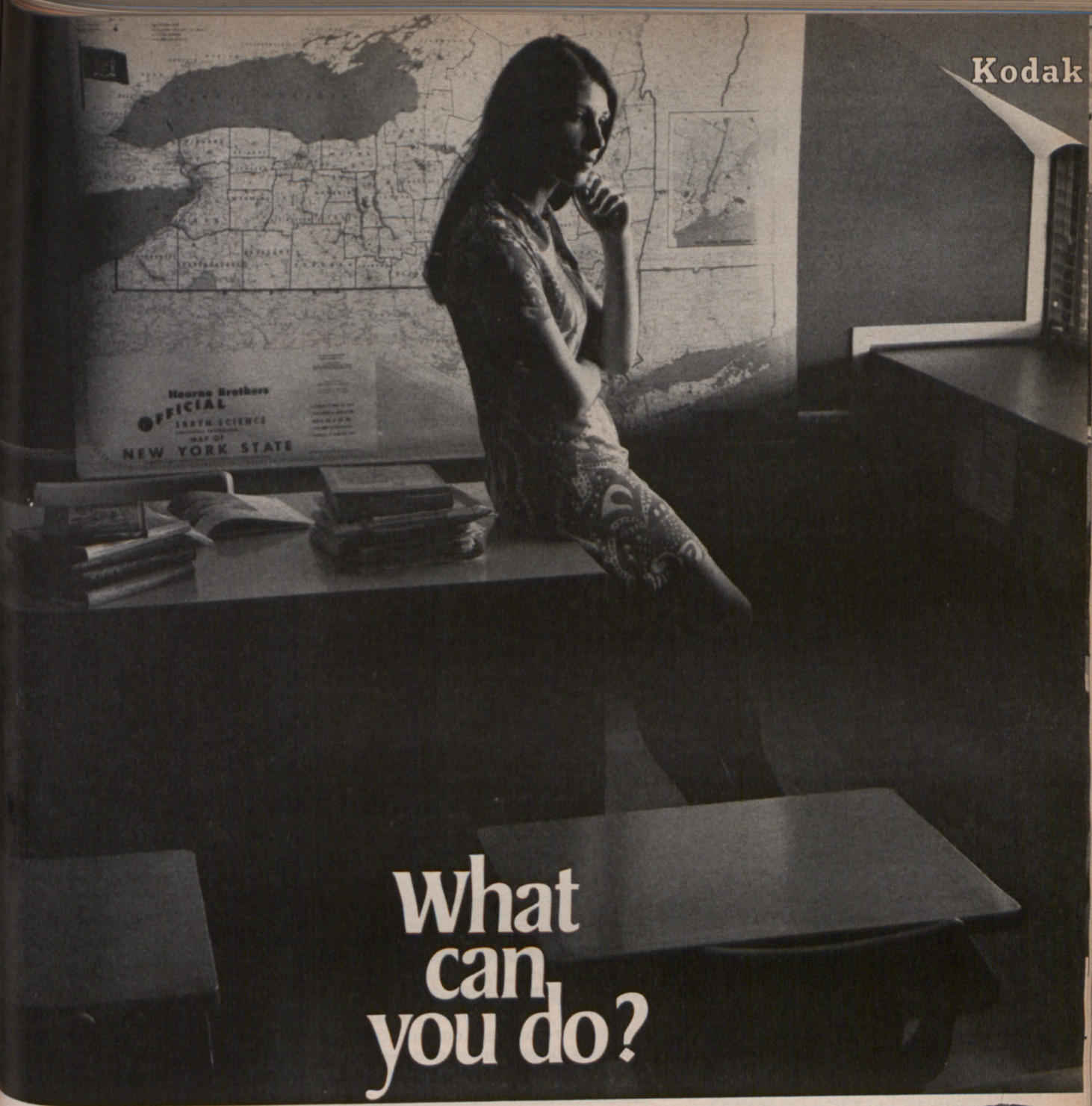

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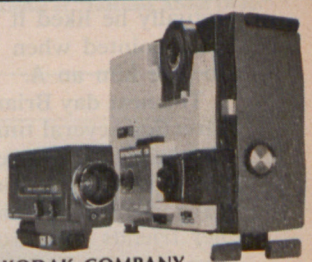

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9-5

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet, entitled More Unfinished Stories for Use in the Classroom, *No. 381-11976, containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.*

What Should Brian Do?

"I liked your story about how you want to be an astronaut," Mary told Brian as she caught up with him in the hall. Her smile was warm and she seemed sincere, but Brian scowled. Mary had never paid any attention to him before and her compliment made him uneasy.

"You must be the only one who liked it," he replied crossly. "I thought it was terrible, and the teacher only gave me a C plus. What are you doing —trying to kid me?"

Brian could see that he had hurt Mary's feelings. Her face was flushed as she turned away and hurried back into their sixth grade classroom.

As he walked on, Brian felt good and bad all at the same time. He was really pleased that Mary liked his story. But why did he have to bark at her when she told him so? Whenever anyone said something nice to him, he was afraid they would think he was conceited unless he acted as if he didn't believe them. He felt sure that Mary really liked his story; actually he liked it too and had been disappointed when the teacher failed to give him an A.

The next day Brian looked in Mary's direction several times, but she turned her head and refused to look at him. He thought of writing her a note, but gave up the idea. She might show it to her friends, who would only laugh at him. Mary wasn't going to speak to him again. What should he do?

Thoughts To Think Aloud:

1. When you pay someone a sincere compliment, what kind of reaction do you want and expect? Why?
2. Who feels worse about the situation—Brian or Mary? Why?
3. Do you think Mary would accept Brian's apology if he can find the courage to say he's sorry?
4. Do you think Brian should forget the entire incident and not waste any more time thinking about it? Explain your answer. □

NEA SPECIAL SERVICES

New Publications

The NEA Special Services Division offers two new publications that are of particular value to members who participate in the programs sponsored by the Division and of special assistance to members who are interested in learning more about the programs in order to enroll in them.

A Guide to NEA Member Service Contacts lists addresses, telephone numbers, and contact persons who can directly assist with programs and/or services provided by the Division.

Bulletin from NEA Special Services presents the most frequently asked questions about Special Services programs with their answers. The programs include:

Accidental Death and Dismemberment Insurance, which offers protection up to *$100,000* for an accidental death in a public conveyance, *$30,000* for death resulting from an accident involving a private automobile, and *$12,500* for accidental death resulting from any other cause. The low annual premium is only *$19.*

In-Hospital Income Plan, which provides dollar payments of *$20, $40, $60* per day of hospitalization regardless of other health benefits. No physical examinations or health questionnaires are involved in obtaining this protection. The Plan also provides double payment for cancer or intensive care hospitalization.

Homeowners Insurance, which offers one of four plans to meet your needs whether you rent or own your home, need just fire insurance, or wish to insure against broader perils. This program is available in states that sponsor or cosponsor it.

Life Insurance Program, which has four plans at costs members can afford: Plan A, the basic plan of protection; Plan B, the basic plan for family protection; Plan C, the complete plan offering full family protection and Plan C+, the complete Plan C *plus* a monthly income for qualified dependents with benefits of up to *$33,500.*

Both new publications present information about the Special Discount Book Program, the Tax-Deferred Annuity Program, and the Negotiated Group Insurance Program. The latter is a fringe benefit designed for negotiation by local associations. The other two services are individual member services.

For a copy of either or both of the new publications, write to NEA Special Services Division, 1156 15th Street N.W., Washington, DC 20005. □

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If you're moving this year, please fill in your name and new address below, attach your current magazine address label, and send this form to us five weeks before changing your address. *(Also include your address label when writing us about your membership.)*

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There's an art to teaching children about drugs.

And the place to start is in the kindergarten. If you'd like help in planning a comprehensive teaching program, send for a copy of the new illustrated Curriculum Guide, "Teaching About Drugs, K-12" developed by the American School Health Association and the Pharmaceutical Manufacturers Association. This guide has been selectively tested in Massachusetts, Ohio, Indiana, California and Washington, and is currently being used in major school systems across the country.

For lower grade levels, the curriculum stresses proper attitudes toward health and factors in the environment, including medicines. For the middle grades, the subjects covered include illicit drugs and many household products with a potential for abuse, along with insights on solving problems, making decisions and handling social situations. Upper grades stress individual responsibility and personality development.

This comprehensive 200 page Curriculum Guide includes source papers by widely known authorities and 24 illustrations, many in full color.

American School Health Association
P.O. Box 416 • Kent, Ohio 44240

Please send me ( ) copies of "Teaching About Drugs" at $4.00 per copy.

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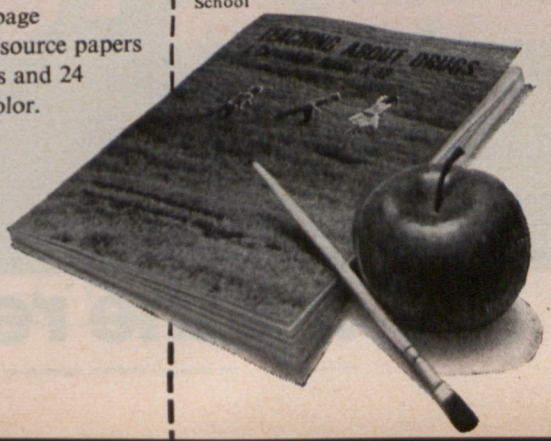

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TEACHER OPINION POLL

Student Unrest

Student unrest in elementary and secondary schools appears to be leveling off, according to the views of public school classroom teachers. Although the percentage of teachers reporting some form of student unrest in their schools increased from 33 to 45 percent between 1969 and 1970, it remained at 45 percent in 1971.

Teachers surveyed by the NEA Research Division's Teacher Opinion Poll responded to the same question all three years: "Has there been a noticeable amount of pupil unrest in your school this year?" Possible responses included: (a) students have demonstrated against school policies this year; (b) students have not demonstrated but they have presented their grievances to the school administration; (c) there have not been any demonstrations or presentations of grievances, but there is a general feeling of unrest among the pupils; and (d) there is no noticeable feeling of unrest among the pupils in my school.

Responses for the three years were as follows:

	1969	1970	1971
Student demonstrations	4.1%	6.3%	5.3%
Presentations of student grievances	7.6	16.6	16.9
General feeling of unrest	21.3	22.2	22.9
No noticeable student unrest	67.0	54.9	54.9

In all three years, a much higher percentage of secondary than of elementary teachers reported student unrest. In 1971, as in 1970, nearly two-thirds of the secondary teachers indicated unrest among their students. The following responses from 1971 do not differ significantly from the preceding year.

	Elem.	Sec.
Student demonstrations	2.3%	8.6%
Presentations of student grievances	5.6	29.1
General feeling of unrest	19.5	26.5
No noticeable student unrest	72.6	35.8

A larger proportion of urban teachers (54 percent) than of suburban (43 percent) or rural (39 percent) teachers reported some form of unrest among their students in 1971. The percentage of suburban teachers reporting student unrest decreased between 1970 and 1971 (from 49 to 43 percent).

—NEA Research Division.

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1972 Convention: June 25-30, Atlantic City.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1971: 1,103,485.

NEA officers and headquarters staff: *NEA Handbook*, 1971-72, which will be available in October 1971.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, 1971-72.

NEA departments, national affiliates, and associated organizations: *Handbook*, 1971-72.

NEA memberships and annual dues: Active, $25. Associate, $25. Life or Associate Life, $500 in one payment or $55 a year for 10 consecutive years. Reserve, $12.50. Retired, $2. Educational Secretary, $10. Auxiliary Personnel, $10. Student NEA, $2 through Student NEA Chapters only.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 5 Chemin du Moulin, 1110 Morges, Switzerland. See *Handbook*, 1971-72.

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GET IT ALL TOGETHER...JOIN THE UNITED TEACHING PROFESSION

That's right. It's happening all over. Teachers are getting together in unprecedented numbers in the United Teaching Profession. They're making their lives more secure and raising the quality of American education.

In a sort of chain reaction, local, state, and national associations help each other face local, state, and national problems—from salary negotiation to federal aid to education.

This year the National Education Association has the highest membership in its history, and 60 percent of its members will come from unified local and state associations. Forty-one states are unified or committed to unification. If you're reading this, the chances are you're already a "unified" member. So how about passing the word along to your colleagues who aren't?

Cooperation among local, state, and national associations is the key to your professional future. And it's happening. Are you helping it happen?

TEST YOURSELF BEFORE READING THIS ARTICLE

This article by Joseph D. Noshpitz, a practicing psychiatrist, analyzes the overly quiet and the noisy child—the whys of their behavior patterns. Before you begin reading, you may test your knowledge of this subject by marking these statements either true or false. (Answers are at the end of the article.)

___ 1. A child may use talk as a means of holding on to other people.
___ 2. Some youngsters talk too much because they are lonely and bereft.
___ 3. An angry child is nearly always overly noisy.
___ 4. Incessant talking may be a child's way of protecting himself from grief.
___ 5. A teacher can usually "shame" an overly quiet child into speaking up.
___ 6. A silent child is often one who is afraid of "doing it wrong."
___ 7. Most members of the "quiet child" population are sad, crushed, and overwhelmed.
___ 8. Refusing to talk may be a child's way of expressing chronic rage.
___ 9. Some youngsters refuse to talk because they feel lonely and bereft.
___ 10. The noisy child may suffer from a profound sense of being bad and needing punishment.

The Quiet Ones, The Noisy Ones

JOSEPH D. NOSHPITZ, M.D., *associate clinical professor of psychiatry, Howard University School of Medicine, Washington, DC.*

□ **Man is a message-sending animal, full of words and** signs, avid for communication and contact. Sometimes his messages are noisy and invasive; sometimes, silent and unobtrusive. Children in particular may call attention to themselves in loud and troublesome ways, but they can send silent signals as well, pregnant with meaning and, often enough, burdened with pain.

How do we read the message of the silent child or evaluate and deal with the noisy one? To do this, we must seek to grasp what silence as well as noisiness may mean and to cope with these troubled children on the basis of such understanding.

Let us study silence first. Common experience leads us to connect a number of emotions with habitual silence. They occur in constellations: first, shyness, timorousness, and uncertainty; then, pride, stubbornness, and sullenness; and finally, distance, depression, and despair. Thus we have three groups, one connected with fear and anxiety, one with withholding and rage, and the last with sadness or hopelessness.

These emotions can affect cultures or nations as well as individuals, and it is evident that to understand a child's silent behavior, one must have at least some sense of the cultural background within which such behavior originates.

Suspiciousness is the most common reason for a cultural pattern of speaking only when absolutely necessary. Usually there has been a long history of oppression and mistreatment. Since overt defiance has led to destruction, the alternative for members of the culture is to see nothing, know nothing, and, above all, say nothing. If one is dull and unresponsive, the oppressor is unlikely to bother him for long.

If you would make friends, then, with someone from a suspicious culture, you must develop an empathy for the cultural position from which his suspiciousness springs and you must again and again demonstrate unswerving trustworthiness and goodwill.

Obviously, of course, most silent behavior in childhood is not the result of a cultural pattern. Therefore, in order for teachers to understand and deal with the silent child in the classroom, they must learn something about the time of life when speech begins and how what happens then can affect later behavior.

When we turn to the matter of individual development, we note immediately that speech comes into the life cycle roughly around the twelfth month of life. The critical time is the period between ages one and three. Psychoanalysts call this the anal period because many of the personality issues that are uppermost at this time find their most prominent expression in connection with elimination and toilet training.

Some of the elements that are central in the training area can apply equally well to speaking. Shame, for example, becomes important at this time of life. The characteristic shame experience is to be held up to public ridicule because of a toilet accident. The universal response is acute embarrassment.

For certain children, the shame feelings that are so powerfully stimulated around toilet behavior become attached to verbal expressions as well. They believe they will be laughed at or get into trouble for what they say. If, in addition, some speech problem is present, this powerfully accentuates the sense of "doing it wrong."

Later on, when these children go to school, their teachers occasionally make matters worse by trying to shame them into more ready expression. Group pressure also heightens the child's distress, and reasoning doesn't effect any improvement.

The child who seems ashamed and embarrassed to speak in front of the class needs a great deal of help. One possibility is for the teacher to work with him individually on something he is good at or has special knowledge about until he has developed enough self-

Photos posed by models.

confidence to talk to the class about it. Another possibility is to place him in a class or subgroup in which he is one of the better performers. Bringing such a youngster "out of it" takes gradual, supportive work. If educational tactics alone don't succeed, the child probably needs the help of a trained psychotherapist.

Another characteristic of the anal period is best described by the phrase, *the terrible two's.* When a child enters the toddler phase, he goes through a time of finding out what he can do with his muscles. He enjoys running, grabbing, pushing; he pulls at things, opens things, takes things apart. He also wants his own way and may yell and throw tantrums when his depredations are stopped.

If the mother permits it, an extraordinary power struggle can be set up with her (and with the father). The child challenges, he provokes, and often enough he drives his family to distraction. Families meet this with every possible response ranging from good-humored firmness to sadistic retaliation.

Along with all this physical activity, as we noted, speech is usually developing, and very important attitudes toward words and toward speaking come to be built into the process of coping with the power struggle. For example, when a child is handling his side of the power struggle by stubborn opposition, he may refuse to talk as a means of frustrating his parents.

When we see such children in school four or five years later, it is easy to perceive that lying close to the surface in all their relationships is a tremendous reservoir of anger. They are really in a state of chronic rage, and refusal to talk is merely one way of expressing it. They may hold back in many other ways as well: They may be constipated, refuse to eat, do no work, be sullen. Everything about them says the same sort of thing—how very bitter they are, how much revenge they're taking, how much ire they're expressing, and how little they're going to give.

These children are difficult to educate because they are constantly disruptive and have extraordinarily severe blocks to learning. Five approaches are necessary in dealing with them: setting and maintaining reasonable behavioral standards, avoiding retaliation for misbehavior, giving lots of praise whenever it is deserved, allowing as much indirect expression of anger and hostility by the child as possible, and seeking to give him some genuine autonomy.

The last of these measures is probably the hardest to put into effect, but there are ways of giving autonomy to children whose silence springs from hidden anger. For example, such children might need to be able to work out their own program and their own projects with a minimum of anything but praise from the teacher.

These children are peculiarly well suited to behavioral shaping that disregards negative behavior whenever possible and responds actively to the positive. Any channel to allow socially acceptable expression of their underlying rage should be actively exploited. For example, where the youngsters will take part in sports or any other sort of competitive activity, this should be encouraged.

To confront and punish the sullen, angry, silent child is usually counterproductive. In effect, that's what got him that way, and more of the same will only keep him that way. On the other hand stopping unacceptable behavior firmly but *without* retaliation is equally essential, both for the child and the school.

The anal stage of development is actually a time when a great decision is made for future personality adjustment. In its simplest form, the question is: Henceforth, will this child use words and language in order to express himself, or will he rely chiefly on action? Between ages one and three, both language and action patterns are burgeoning, and one of the tasks of child rearing is to try to bring these together—to address the child in such a way that he will later be able to express his feelings and yearnings through language and not necessarily by means of his muscles.

If parents fail to accomplish this, the outcome of the anal stage for many children is a strict action orientation: Under stress, such children fly into action. If they like you or hate you, they express their emotions physically. In effect, they seem to think with their bodies. On the other hand, when it comes to human relations or academic activity, they are essentially inarticulate.

Such children may have major learning blocks, seem intellectually dull, and yet engage in very complex action patterns in sports or vocations in a way that suggests high adaptive potential. We haven't unlocked the secret of how to educate them, but the chances are a program that developed concepts through showing how to do something rather than by talking about it might bear richest fruit.

Elective mutism, a psychiatric condition whose chief symptom is silence, occasionally turns up at school. Children with this condition refuse to speak to any but a few selected people. Thus, they may talk only to parents and to no one else, or only to certain peers. No amount of blandishment, reward, threat, or punishment is likely to affect their behavior. It is useless for a teacher to ask them to recite in class. He can only try to teach them along with the rest and hope they will write and take examinations. Such children need intensive therapy, and there is not much the school can do to help them.

Next we come to depressed children, who form an important minority of the "quiet child" population. These youngsters are sad, crushed, overwhelmed. Bereft because significant people in their lives have somehow let them down or left them, they need a restorative human relationship, such as that given by an understanding teacher, counselor, or teacher's aide. The important thing for them is to make friends. Many such children have literally been rescued by some adult who gave them his interest and attention.

A final group among the silent ones is the child who daydreams too much. By "too much" I mean two things: (a) that the daydreaming commands so much of the youngster's attention that he cannot function

effectively in his work, and (b) that the daydreaming is too real—more real than the real world, and the youngster is literally hallucinating in class.

In the first instance, the child can stop daydreaming and come back to reality without difficulty. The remedy for him involves an active effort by the teacher to keep him occupied in schoolwork that interests him. In the second instance, the teacher is powerless to help. The only response then lies in prompt and vigorous psychiatric attention.

Let us turn to the other pole of our study and look at noisiness—an area all too familiar to the educator. There is an essential incompatibility between a working classroom with a structured mission and an unruly group of children; this has been a feature of education since time immemorial.

Of course, we know well that different educational systems have encouraged highly varied levels of noise or silence. And within a given system, teachers differ. Here too, cultural elements are at work. There are loud, noisy, expressive, even explosive cultural styles just as there are silent ones. Usually children from families that have a noisy cultural style are able to keep reasonably quiet more easily than the children from a silent culture are able to speak up.

Probably the most common reason for the more disturbed and disturbing kind of classroom noisiness, however, is something other than cultural style. The usual problem here is the impulsive child, the youngster without adequate impulse control. What makes a child act this way? Well, there are several elements.

If the mind of a very young child has been flooded again and again by too much sensation, of whatever sort, its growth is affected in some way. Given this kind of rearing, a child may become hyperresponsive, sensation hungry, constantly needing to stimulate and be stimulated, unable to restrain his impulses.

These children are often the noisy ones. (Sometimes, they are just the opposite—in sheer self-defense, they become withdrawn, unresponsive, inhibited.) They bother other children, they clown and call out. They seem endlessly hungry for attention, and if the only way they can get it is by misbehaving, why they'll do that. Some of these children seem to have nervous systems that are awry in specific ways. They are called *hyperkinetic* or *minimal brain dysfunction* children. When psychiatrists or other medical specialists determine that a child meets the diagnostic criteria for such a condition, they may prescribe medications like Dexedrine or Ritalin.

Properly used, these drugs seem to calm hyperkinetic children enough to enable them to function in a learning situation. It takes careful medical evaluation, however, to distinguish a child with minimal brain dysfunction from a generally overstimulated one.

The hyperreactor *without* brain dysfunction needs outlets for his energies, special tasks that keep him going—errands, running the projector, and the like. He might need extra tutorial hours and more individual attention. Behaviorally, he needs someone to help him "put on the brakes." (Often enough he arranges this by getting himself kicked out of class and sent to the counselor or principal.) Sometimes personal recess periods can help. For example, the teacher or principal may tell him to leave class and walk around the school building, once in the morning and once in the afternoon.

Children may be loud and noisy for other reasons than early overstimulation. Some talk too much because they are bereft. Others, because they are angry. Some of the lonely ones, who usually have a history of emotional deprivation, engage in a type of verbal clinging. They talk—sometimes continuously—as a means of contact, a means of holding on to others.

Obviously they need whatever special attention and companionship the schools or other agencies can muster for them. They are trying to fill a bottomless pit of emotional emptiness by a torrent of words, and what will help will be someone they can cling to on a regular basis. Like the quiet, depressed children, they will probably benefit from having regular personal contacts with a responsive teacher or other adult. They are quite different in character from the child who is bitter and resentful.

We discussed earlier the angry child who is silent; but there are also angry youngsters who erupt, children whose chronic rage takes the form of active engagement rather than sullen withdrawal. They shout obscenities or challenges, they start fights. These youngsters respond to much the same treatment as that which is effective with their more withdrawn counterparts. They often have a profound sense of being bad and needing punishment. When a child hates not only everybody else but himself as well and feels the need of getting people to hurt him, the chances are that he needs lots of special emotional supports, such as those that might be provided by a special class or special school, individual therapy, family counseling, and the like.

A final group to consider is the excited child. Some youngsters protect themselves from grief and sadness by a flight into hypomanic exuberance. They talk a great deal, can't really contain themselves, and their behavior has a compulsive, inappropriate quality. Sometimes this emotional excess includes a kind of thinking that seems to go off into the peculiar, or the incomprehensible. Children with this condition, fortunately quite rare, need intensive psychiatric help.

All in all, both silence and noise are aspects of human adaptation. To deal with them, we need to understand them—not merely in terms of the behavior itself but in what lies behind it. The inevitable hurdle that will incessantly present itself will be our own impatience and our desire to accomplish our teaching task free of this sort of uncomfortable and demanding impediment. So, to do the work of coping with the exceptional child, one must do the work of coping with oneself. However else the task begins, that is always where it finally comes to rest. □

Answers: Statements 3, 5, and 7 are false; the others, true.

The Occult

THE SEARCHING MIND

JAN EHRENWALD, M.D., *consulting psychiatrist, Roosevelt Hospital, New York City.*

□ **We live at a time when theologians** have pronounced—somewhat prematurely, I believe—the death of God. We live at a time when Bible scholars, followed by historians and sociologists, have proceeded to demythologize myths and when large segments of American youth are resorting to mysticism, drugs, and the occult in order to escape the malaise of what can be described as the myth-deprivation of modern man. The numbers of these young people are difficult to estimate. Some are found among the hippies or "street people." Others are merely the alienated and disenchanted of our time, moving in and out of one or another cultist group —lost souls in search of themselves and of a purpose in life or, failing this, of grass, acid, or speed. Is there no other antidote for their malaise?

Throughout history one of the traditional remedies for alienation or disenchantment has been to fall back on primitive beliefs, magic, witchcraft, or sorcery in times of crisis. Preliterate man, unable to deal with the forces of nature, devised a variety of compulsive rituals, charms, and incantations in an effort to ward off disaster. The religious believer sought salvation through submission to or identification with the divinity. Myths—the collective daydreams of mankind—were spiritual flights of fancy which served the same purpose through the myth-maker's identification with various heroes, titans, or demigods.

Needless to say, established re-

Dr. Ehrenwald is author of *Psychotherapy: Myth and Method* (Grune & Stratton. 1966); *From Medicine Man to Freud* (Dell. 1956); and the forthcoming *ESP and the Twilight of Witches.*

ligion frowned on such devices. Deposed pagan idols, turned into fallen angels or devils, were relegated into the netherworld of the unconscious, together with man's repudiated instinctual drives. Alternatively, they eked out a precarious existence in the lunatic fringe of our culture. In the end, they were demoted to the status of comic figures in folklore and fairy tale.

Despite all this, the underground river of magic mentality has never ceased to flow. In the Middle Ages, it surfaced in the form of witchcraft and the belief in demons, Christian style. In the fifteenth century, these practices drew the fire (in more than one sense) of such fanatical witch-burners as the Dominican monks Kramer and Sprenger and their ilk. Prominent figures of the Renaissance and the Reformation were equally determined to root out these vestiges of the pagan heritage. One of the last reverberations of the witch craze was felt in America in 1692, when 19 or 20 men and women were put to death in Salem, Massachusetts.

Closer inspection of these events reveals two paradoxical features. First, the forces which mobilized against the purported witches, warlocks, and sorcerers were not always the champions of bigotry and obscurantism they are usually made out to be. Some were prominent scholars, statesmen, and patrons of the arts who considered themselves defenders of reason against unreason and crusaders of Christian enlightenment against a threatening throwback to pagan superstition and idolatry.

Secondly, there is evidence that some of the charges made against victims of the witch-hunts had some basis in fact.

For example, there are reports that Agnes Simpson, one of the "witches" of North Berwick, who was condemned to death for her practices, could whisper to King James I the exact words he had spoken to his 15-year-old queen on their bridal night in Oslo. There is a similar story of alleged telepathy between Joan of Arc and King Charles VII of France, and some of her voices and visions reportedly contained elements of truth. Soeur Jeanne, one of the hysterical nuns of Loudun who was accused of witchcraft, apparently "read" the thoughts of one of her inquisitors.

Similarly, documents of the Salem witch trials indicate that some of the accused may have indeed been "guilty" of what would be described today as telepathy, clairvoyance, or physical phenomena.

After a century and a half—with the resurgence in Western Europe of witchcraft during the Thirty Years' War and with the advent of Mesmerism, phrenology, and other fads—the underground river surfaced once more in the United States. This time it lacked the external trappings of witchcraft and rapidly gained momentum under the heading of spiritualism.

It all started in about 1850 with the Fox sisters in Hydesville, New York, who were disturbed by (or produced) such mysterious physical manifestations as noises or knocks of purportedly unknown origin in their home. Spiritualism spread like wildfire over the country and soon also became popular in Europe.

Despite repeated exposures of fraudulent practices by the Fox sisters and many European practitioners of the occult, spiritualism became a fad in the British Isles and all over the Continent. Not until the 1880's did serious investigators of the English Society for Psychical Research turn their attention to the problem, giving "respectability" to the study of trance mediumship, telepathy, and related phenomena. In this way, psychical research, subsequently called parapsychology, ultimately emerged as a new, albeit controversial, branch of the behavioral sciences.

The origin of psychical research from the magic arts is unmistakable, much as astronomy can be traced back to astrology. The major concern of psychical research has, in fact, remained much the same as that of the magic arts, though its language and methodology have undergone considerable change over the years.

The magician was replaced by the experimenter; the witches, by trance mediums, psychics, or sensitives. The notions of thought reading, action at a distance, prophecy, and divination became known as ESP, PK (psychokinesis), precognition, or the noncommittal term *psi phenomena*, which is aimed at moving the aura of the occult surrounding it. Still, broad segments of the scientific community and the educated public remain unconvinced.

In an intriguing replay of history, the forces of progress and enlightenment seem to be lining up once more against the irrational—against what Freud described as the "return of the repressed." Significantly, it is the confused, alienated "now generation" rather than their elders that tends to ally itself with the witches.

Psychical researchers (or their subjects) are no longer burned at the stake and their lives and limbs are no longer in jeopardy. The age-old struggle between primitive mentality and "enlightened" reason is being acted out by less fanatical means. But there is one major casualty in the battle: Together with some lingering archaic fallacies, many of Western man's traditional values, religious beliefs, and tribal loyalties have fallen victim to the new rationalistic purge. What is left behind in the wake of his demythologizing zeal is a spiritual vacuum and the malaise of myth-deprivation enveloping large segments of our alienated youth.

This group of problem children and young adults have lost their illusions on virtually all fronts. Sex has been stripped of its mystery. With the advent of new techniques of contraception—and the careless disregard of the still extant dangers of VD—yesterday's sexual taboos are being brushed aside.

Radical criticism from the left and the right, aided by recurrent exposés by the mass media, have led many young people to believe that big business, financial institutions, the police, the military, the churches and synagogues are all enemies of the people. Indeed, large numbers of young people hold the same view regarding schools, colleges, and universities. Teachers, high school principals, deans, and college presidents

are assigned the roles of evil parent figures and turned into scapegoats upon whom the rebellious young can vent their hostility.

(I have the sneaking suspicion that even the brilliant author of *The Greening of America* does the same thing with the bugaboo of the Corporate State. Yet the actual sources of Charles Reich's grievances—or, for that matter, of at least some of Portnoy's complaints—are all around us: the ravages of the environment, social unrest, racial strife, urban decay, and, above all, the bloodletting of an interminable war and the destruction wrought by a relentless and dehumanizing war machine.)

It is at this point that those despairing of their ability to cope with reality by revolutionary action, social engineering, or some other pragmatic means, are turning to untried, unorthodox, faddist expedients. Like primitive man of a past era, they proceed by trial and error, and it is anyone's guess whether or not they will learn from experience. Some hope that an exotic cult, esoteric doctrine, eccentric diet, or outlandish costume will do the trick. Some seek refuge in sundry Utopian experiments with communal living derived from such models as those given in *Walden* or in Skinner's *Walden Two.*

Others resort to magic—or at least make-believe magic practices. They play at reviving a new, dehydrated twentieth century brand of witchcraft to make up for their failure in coping with the outside world. Those who have reached the limits of their capacity to deal with the pressures of their instinctual drives—especially their repressed violence—turn to drugs. Through chemical means these people hope to obtain relief from their frustrations and to regain, as a fringe benefit, so to speak, their lost illusions of omnipotence.

Psychoanalysts talk about two major avenues for man's adaptation to his environment: *alloplastic* (trying to change things in the outside world) or *autoplastic* (adapting passively to the environment).

Our contemporary drug culture can be thought of as a third way of adaptation—the *chemoplastic.* It is an attempt at creating a new, hallucinatory, psychic reality in the hope of attaining instant salvation, transcendental insight, or ecstasy. The drug user numbs himself to painful external stimuli. He tries to shut out the "bad vibrations" of daily living, even at the price of losing his grip on life. In some cases, such practices amount to virtual suicide in installments, if not to mass suicide among some of our ghetto youth, reminiscent of the suicidal behavior of the lemmings on the Arctic wastes. One may conjecture that, by the same token, the ceremonial use of peyote or the sacred mushroom was responsible for the mysterious disappearance of certain pre-Columbian Mayan tribes from the stage of history.

The recent reemergence of spiritualism and astrology and the faddist use of Yoga practices, palmistry, and the I Ching (oracular sayings of Chinese wisdom) are more innocuous features of the contemporary scene. They too express youth's groping attempts to escape frustrations and existential anxieties by essentially magic means. They are resorted to by the helpless and perplexed, who hope to attain superior knowledge, mystic enlightenment, omnipotence, and omniscience "without even trying."

Astrology in particular may seem to serve a useful purpose in this quest. If the world is perplexing, if one's own motivations are faltering, if tribal traditions, religious doctrine, or moral principles can no longer be relied upon as dependable guides for conduct, is it not better to leave the making of decisions in the laps of the gods—or to shift the burden to the constellations of the stars?

The modern primitive, having lost faith in tradition, religion, parental authority, his own personal judgment, and his psychoanalyst or marriage counselor, consults his horoscope, the I Ching, or the Tarot (fortune-telling) Cards. Since God has been pronounced dead or is presumed to be playing with dice, the search is on for some other principle of order and lawfulness without which even the most alienated hippie cannot exist.

That none of these devices is likely to live up to one's expectations is another matter. You cannot use ready-made metaphysical nostrums loaned from a foreign culture or a different age to solve your present-day existential problems. Nor can new myths be expected to grow on the barren soil of frustration and alienation.

If this is true, has modern man maneuvered himself into a blind alley? Are we bent to continue on our course of trial and error in matters moral and spiritual, while managing our technological juggernaut according to the most up-to-date principles of computerized engineering and cost accounting? Is it the return of magic and myth that threatens our survival or does the threat lie in a malignant growth of rationalism, of a soulless, demythologized science and technology? The question is too big to go into in the present context. But who says that it must be viewed in terms of mutually exclusive alternatives?

Magic, the underground river, may well carry the seeds of new spiritual beginnings among its flotsam and jetsam. I hinted that parapsychology, its latter-day successor, has managed to scoop up several grains of truth in its nets.

The possibilities of thought and action at a distance of mind over matter, of mastery over the electrical activity of the brain cortex and, perhaps, ultimate control over our vegetative nervous system and bodily functions open up a new dimension of freedom to Western man. These possibilities are certainly no longer will-o'-the-wisp dreams pursued by witches, shamans, or witch doctors. They have become the distinct goals of hard-nosed men of science.

It may well be that new myths will be spawned from such pursuits in the fringes of our culture which have not yet been identified, labeled, and catalogued by analytic thought. Nevertheless—or rather for that very reason—they may hold the promise of revitalizing our tired efforts at coping with the human situation. □

Youth in Trouble: Shoplifters

First in a Series

RALPH S. DAVIS, assistant director of instruction, Urbana (Illinois) School District 116.

"When Mom and I were in the store, I couldn't decide which belt I wanted. She bought one for me. Then, while she was doing some other shopping, I came back and lifted the other one." A 14-year-old related this story before Lieutenant Dean Dawkins, head of the Juvenile Division of the Champaign (Illinois) Police Department, who indicates that this case is representative of the seven to 12 shoplifting cases he handles each week.

The FBI states that during the 1960's shoplifting reported to the police increased nearly 175 percent. It is the second fastest growing property crime in the country—a close second to purse snatching, which is in first place.

It would appear from various sources that younger people account for this increased activity in shoplifting (in part simply because of the increase in their numbers—almost 50 percent for the 14-24 age group between 1960 and 1969). For example, results of a survey in a Delaware high school show that of the 1,000 students surveyed, 47 percent had shoplifted at least once.

Police records alone do not indicate the true magnitude of the problem, however, for many large stores employ security officers who handle some shoplifting cases on the spot without reporting them to the police.

It is difficult to describe a typical young shoplifter. The seven-year-old steals candy, cookies, toys, and other items to satisfy his immediate desires. The 14-year-old, more than likely, will steal wearing apparel, cosmetics, or sports equipment.

Why do young people shoplift?

According to Bill Davidson, writing in the May 18, 1968, issue of *The Saturday Evening Post*, "Today's kids don't seem to think of shoplifting as a crime, but rather a game called 'beat the system.'" He cites the case of a girl who was attempting to wear 12 bikini bathing suits out of a store. When confronted, she simply said, "I liked them all."

"Somebody has told the kids they can shoplift at a particular store and get away with it," says Lieutenant Dawkins. "It isn't a case of need in most cases that I have checked on but rather a situation

in which a young person appears to be challenged to do something and get away with it."

When caught, youthful offenders often comment, "A store as big as this one would never miss this item."

In some families, shoplifting may be a way of life; mother teaches daughter to shoplift or an older youth teaches his younger brother. While local juvenile authorities do not have the figures to prove it, they believe that young people in this group would constitute considerably less than half of those apprehended for shoplifting.

It is not uncommon to hear that parents are at fault when young people get into trouble. This statement may be true in the case of some youthful shoplifters. When Dad relates, almost gleefully, how he padded his expense account or how he nicked the government on his tax return, a younger member of the family may try to find ways to be a "hero," too. Also, as Ted Rakstis points out in an article in the December 1970 issue of *Today's Health*, "The young shoplifter is a by-product of a fundamental change in American retailing attitudes as youths are given more money to spend and more freedom to shop alone. A generation ago, almost every parent accompanied his son or daughter to the department store; retailers eyed with suspicion any child who ventured in alone."

The large shopping centers with their open display of merchandise provide a real temptation for youth who spend time browsing in the stores. Parents should be alert to this temptation when their children indicate that a group of three or four are going to the center to "just look around." Authorities have cited cases where groups of young people went to a shopping center "to have something to do" and engaged in shoplifting, although they had no real motive to steal.

Some psychologists and sociologists feel that a number of young people become involved in shoplifting as a part of youthful rebellion. Acts of shoplifting may be interpreted as ways of getting back at the system. Too, some youths may become involved to be part of their peer group. They fear being square or not being "with it." For example, some high school age clubs require potential members to engage in a successful heist.

How do youthful offenders react when they are picked up by the police? Many first-time offenders are scared. They don't quite know what may happen to them. Others appear not to care if the police know about their crime but they don't want their parents to find out.

Still others hold to the position that nothing can happen to them. Their "friends" have told them that the police tell youthful shoplifters, "Don't do it again" and release them. Some take a belligerent attitude. "I'll only quit shoplifting," said one high school youth, "when I can convince myself that it's as serious as society tries to make it. It's just fun."

Mr. Davis has had experience as a teacher, counselor, and administrator on the secondary level.

Many young people appear to have a real desire to get off the shoplifting kick. Lieutenant Dawkins has observed that when apprehended by the police, most of the younger offenders, such as the ones in the 12-to-15 age group, indicate that they wish they had been caught after their first or second act of stealing. "Not getting caught gave me a false sense of security," said one 14-year-old. "I thought I could keep doing that sort of thing and never get caught." This age group as well as younger children need help to get them off the shoplifting kick or to prevent them from getting started on the kick in the first place.

To be effective, antishoplifting campaigns need to involve the entire community. One example is the Champaign-Urbana campaign.

David O. Webb, chairman of the campaign and president of Robeson's Department Store, initiated the program by calling a meeting of school representatives, businessmen, and juvenile officers from Champaign and Urbana. He introduced the group to a pamphlet called "Teen-Agers Beware: Shoplifting Is a Crime." After studying it, the committee decided to revise the booklet to fit the local situation and then to distribute it in the community. More than 12,000 were given to students in grades 7 through 12 along with the suggestion that they take the pamphlets home and discuss them with their parents.

After the distribution, some teachers in the elementary schools asked juvenile officers to talk to their classes about shoplifting. Subsequently, officers observed a decrease in juvenile shoplifting cases. However, feedback from school staff and parents indicated that many of the pamphlets didn't ever arrive home. Some high school students felt that the booklet was juvenile and Mickey Mouse.

At this point, the committee decided on some different strategies. They invited students from the high schools and junior highs to join the committee. The young people suggested that one pamphlet be designed for the younger pupils and another for high school students. Then they helped to rewrite the messages to appeal to the target age groups.

To involve the entire community, well-known personalities in the community, including college athletes, announced on radio and TV that pamphlets would be distributed to students. They suggested that parents ask their children to bring the pamphlets home so they could read and discuss them together.

Prior to distributing the pamphlets in the Urbana schools, the committee met with all principals, passed out copies, and discussed strategies that would give optimum impact to the campaign. In the elementary schools, teachers devoted some time during social studies classes to discussion of the shoplifting problem and of the message in the pamphlet.

At the secondary level, the Urbana High School distributive education classes presented the pamphlets to social studies classes at the junior and senior high school. The distributive education students had been working in retail establishments and had had the

(*Continued on page* 78)

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The following insert is between pages 32 and 49. It was included in the total page count, but its pages were not numbered.

UPDATE

on report of the nea task force on environmental education

The task force report, which was
endorsed by the NEA Board of Directors,
ACT Executive Committee, Advisory Council,
and Representative Assembly,
was adopted for implementation by
NEA Representative Assembly June 30, 1971.

Report of NEA and ACT activities in progress
prepared by Association of Classroom Teachers

ing and clarifying the *values, attitudes,* and *concepts* necessary to understand and appreciate the interrelatedness among *man,* his *culture,* and his biophysical *environment.* Environmental education, moreover, entails *practice in decision making* about issues concerning environmental quality."*—B. Ray Horn, *Department of Outdoor Teacher Education, Northern Illinois University, DeKalb.*

The United Teaching Profession must immediately assume major responsibility for the environmental education of the American public of every age—kindergarten through adult.

In order to achieve an overriding commitment to incorporating environmental education in the school curriculum, the Task Force recommends that NEA members regard environmental education as *a style of teaching, a process, a concern for the environment translated into action, a way of life.*

The Task Force suggests that environmental education is interdisciplinary and should permeate instruction at every grade level.

The following guidelines should be employed in developing, applying, and evaluating environmental curriculums. The total teaching and learning process must:

1. Assist children, youth, and adults in acquiring environmental literacy, ethical standards, and behavioral patterns which recognize man's personal responsibility to quality environment, i.e., his role in the total world

*This definition has been accepted and recommended for wide use by the participants of the 1970 international working meeting on "Environmental Education in the School Curriculum," sponsored by the Commission on Education of the International Union for Conservation of Nature and National Resources under the sponsorship of UNESCO.

system of both natural and manmade (e.g. cities, housing developments, agriculture, industry, transportation systems) elements, and the inhabitants of the earth, by: (a) developing understanding that human needs are dependent upon the natural world for physical life and quality of relationships with others; (b) inculcating in students the fact that basic existence depends upon finite resources of earth (land, water, air, plants, animals, minerals, and sun); (c) providing specific basic knowledge of the world's natural resources, operational processes and cycles, renewability or nonrenewability, and a perspective of man's responsibility to use resources wisely and preserve them for future generations.

2. Examine locally, regionally, nationally, and globally the effects of man's use of technology upon natural environment.

3. Prepare pupils to evaluate broadly all proposed uses of natural resources and to question basic economic and political assumptions within the perspective of historical use and misuse throughout the world.

4. Present legal issues and the need for enforcement of environmental laws.

5. Provide direct educational experiences in cultural and natural environments, including urban parks, open space, recreation and wilderness areas, junk yards, dumps, polluted streams, eroded fields and vacant lots.

6. Integrate into the process of learning and teaching at all grade levels and in all subject areas the basic principle of environmental concern—preservation and improvement through examination and study of: (a) the maximum population and local densities of population the earth can support in terms of food supply as well as preservation of land, air, and water from pollution or diversion to other uses; (b) hunger, overpopulation, and human relations in terms of change potential in personal, educational, governmental, and private sectors; (c) urban and suburban planning, including supply and disposal systems, transportation facilities, and open space requirements, with special consideration of land use to prevent or rectify encroachment upon agricultural land, and the preservation of flood plains, marginal wetlands, and other crucial ecological areas; (d) the effect of the quality of the environment on the quality of human life through the medium of humanities.

"A nation deprived of liberty may win it; a nation divided may be reunited; but a nation whose natural resources are destroyed must inevitably pay the penalty of poverty, degradation, and decay."—Gifford Pinchot, *U.S. conservationist and politician, 1865-1946.*

In order to reach the individual teacher and student in the classroom, NEA must provide the educational thrust. Only through NEA's leadership will there be significant improvement of instructional procedures and broadened experiences for America's children and adults which will create interest, concern, accountability, and a coordinated national effort for man's interaction with his environment. As the leader in the educational effort, NEA can: (a) stimulate citizens to develop ethical standards, an environmental code of ethics, and behavioral patterns which match man's personal identity to an optimum living environment; (b) foster environmental consciousness; and (c) coordinate ecology-centered approaches and action efforts among educators, the nation's youth, and the general public.

In adopting the report of the NEA Task Force on Environmental Education and thereby identifying environmental education as an urgent objective of the Association's United Teaching Profession, the membership has risen to the following challenge:

"I urge governments, schools, and the public to join in this [developing a quality environment] vital commitment. And I especially call upon our 1.1 million NEA members to use their influence now—before time runs out."—Helen Bain, *in the* NEA Reporter, *January 22, 1971.*

To implement these Task Force recommendations, action is needed at local, state, and national levels.

Local associations should:

1. Establish a council of classroom teachers, administrators, school board members, and other interested citizens to: (a) survey existing environmental activities in the school system; (b) disseminate information on existing programs; (c) actively promote inclusion of environmental education in the curriculum of individual school systems; (d) provide adequate materials and resource information for school systems and classroom teachers; (e) strive for employment of environmental curriculum coordinators at district and building levels.

2. Conduct in-service workshops for all teachers.

State associations must develop and implement action to:

Establish a council of classroom teachers, administrators, school board members, and other interested citizens to coordinate activities and programs in environmental education through: (a) assessment of current environmental education activities throughout the state, especially ongoing programs in outdoor education; (b) provision of assistance to local associations and school systems in the development of curriculum; (c) creation of a political action group to marshal voter concern and strive for passage of state legislation to fund environ-

mental curriculums; (d) cooperation with institutions of higher learning for adequate training in environmental awareness of students preparing to enter the teaching profession as well as those preparing for environmental control careers; (e) assistance to local associations and school systems in utilization of mass media; (f) coordinated efforts to establish a state commission on environmental education.

With the firm undergirding of local and state affiliates, the National Education Association at the national level will be in a position to:

1. Establish a national strategy and operating base for cooperative educational planning and action with adequate funding and resources, development of public policy, and environmental management.
2. Assist in promoting cooperative relationships between the personnel of local school systems and personnel of natural resource areas at national, regional, state, and local levels.
3. Establish evaluative consultative services for local and state association use within school systems on environmental educational resource materials.
4. Acquire funding for experimental educational environmental pilot projects.
5. Assist local and state associations in curriculum development toward the goal of nationwide environmental education, including technical and vocational training in environmental protection and control.
6. Intensify federal educational legislative lobbying through existing NEA programs and encourage state legislative lobbies to enact laws to protect the environment and to enforce present environmental laws.
7. Initiate, in response to the concern of students, legislation against polluting practices.
8. Monitor implementation of the Environmental Education Act.
9. Zealously work toward establishment of a national commission on environmental education.

On Monday, June 28, 1971, the NEA Task Force on Environmental Education presented a panel discussion entitled Environmental Education: Role of the United Teaching Profession. The program was as follows:

Presiding: William Wood, chairman, NEA Task Force on Environmental Education.

Prelude and Current Status of NEA Concern for and Involvement in Environmental Education—Jessye Moore.

A Style of Teaching—Adaptation of Curriculum Guidelines to Classroom Instruction—Gertrude Tempe.

Innovative Application—Relevancy of Task Force Report to NEA Members—William Hammerman.

One Way To Go—NEA Project on Environmental Education (in cooperation with the National Park Service)—Joe Howard, director.

Wrap-Up—The Road Ahead.

The panel discussion was a prelude to presentation of the Task Force Report. This report called for immediate action in identifying environmental education as an urgent objective of the Association's United Teaching Profession goal. It also called for implementing the recommendations set forth in the report through necessary refocusing or redirection of Association programs in response to the membership concern which mandated the establishment of the Task Force.

In addition to adopting the Report, delegates to the 109th NEA Representative Assembly adopted Resolution 71-24, Environmental Education:

"The National Education Association is concerned for an improved environment conducive to physical, emotional, and intellectual well-being. The Association strongly urges local affiliates and school systems to develop criteria for grades K through adult in accordance with the Report of the Task Force on Environmental Education. The Association further supports legislation and appropriations to provide environmental education and to preserve our natural environment.

"The Association urges world leaders of the scientific communities, including the United States and the Soviet Union, to work more cooperatively in studying all aspects of worldwide environmental problems in the seas, on the land, and in outer space."

In his address, "One Way To Go—NEA Project on Environmental Education," Joe Howard described activities funded by the National Park Service (NPS) in which NEA is currently engaged. Administration of the contract executed February 11, 1971, by NEA Executive Secretary Sam M. Lambert, has been assigned to the Association of Classroom Teachers.

The Project staff is developing a workshop design which focuses on process and content as well as the development of supportive materials to be used and identifying

procedures for evaluation, reporting, and follow-up. Local steering committees for each of four workshop sites will assist in planning and administration. Each committee consists of a representative from a local teachers association, the National Park Service, a local school system, and the Project staff. Each workshop will have 20 participants—10 selected by NEA and 10 by the Park Service.

A written report will be prepared following each workshop. This will include an evaluation of the workshop, the workshop plan, selection criteria for the sites, and recommendations for a follow-up action plan using the selected site.

After all the workshops are completed, a summary report will be prepared. This will contain an analysis and synthesis of the workshops and workshop plans, site-selection criteria, and other factors—including specific suggestions for the cooperative development of a nationwide environmental education program to utilize and interpret the resources of National Environmental Study Areas (NESA) and recommendations for their inclusion in school curriculums across the nation.

As a result of the experience and analysis of the workshops carried out under the contract, the NEA Project staff will prepare a final report which will include material designed to assist teachers, other educational personnel, and resource management personnel in the planning, design, and use of environmental study area facilities and implementation of the environmental education programs of the National Park Service.

Additional outcomes of the four workshops will include a refined and expanded workshop plan in the form of a booklet with materials and examples on how to run a NESA workshop. The booklet will include preworkshop preparation, criteria for selecting workshop sites, use of local steering committees, a workshop plan (design and materials, number and distribution of participants), and guides and material to implement a NESA program.

A booklet on the design and use of existing National Park Service facilities for environmental education, development of new facilities, and the design and use of

other environmental education facilities suitable for use at NESA sites will be developed in cooperation with the Educational Facilities Laboratories, New York City.

Joe Howard regards the NEA and the National Park Service as natural partners, since both have a commitment to environmental education. There has been past evidence of joint pursuit of this commitment, including Project Man's Environment (ME) funded by NPS and conducted by the American Association for Health, Physical Education, and Recreation (AAHPER), an NEA affiliate. Another example is the joint publication with AAHPER of *Man and His Environment: An Introduction to Using Environmental Study Areas*, the first in ACT's New Developments in Teaching series.

The Park Service's NESA programs began with designation of areas within the national parks for educational purposes. The practice has since spread to other federal and non-federal agencies, and participating school systems continue to receive the programs with enthusiasm.

The biggest need appears to be appropriate training for teachers and Park Service personnel to maximize the use of environmental study areas. The Environmental Education Project was developed as a partial solution to this problem. The four environmental education workshops will be based upon environmental education philosophies and concepts set forth in *Man and His Environment*. The approach advocated in this booklet is called the "strand approach."

The "strands" are five broad ideas or concepts conceived for use by teachers with or without scientific background. All that's required is the ability to see one's surroundings in terms of (a) variety and similarities; (b) patterns; (c) interactions and interdependence; (d) continuity and change; and (e) evolution and adaptation. The five strands, or concepts, can be used to view discrete elements of the environment and, with repeated use, to show unity and interrelationships of all things in the environment. This approach to environmental investigation will be incorporated into the workshop design.

Workshop participants represent a prime source of workshop input. Much emphasis will be given to their direct involvement both with the content and the process elements of the workshop. The initial design makes optimum use of resources inherent in the participants themselves.

Workshops will be held in different sections of the country. Each will take place out-of-doors.

The first workshop was held in July 1971 at Great Falls Park on the Potomac River in suburban Maryland. The remainder will be conducted in the fall of 1971, beginning with one in Redwood National Park and involving a small-city school system. The next is scheduled

for Jefferson National Expansion Memorial in downtown St. Louis. The final workshop will involve a rural school system, using the National Environmental Study Area in the Great Smoky Mountains National Park.

The Project staff has already put together a rather extensive bibliography of currently available environmental education materials and products. This material was distributed at the NEA Convention in Detroit in the booth planned and organized by the Task Force* and is still available upon request from the Project office. However, the main thrust of the Project will be to use the information and experience gained in running the four workshops to design the additional aids for classroom teachers and Park personnel described above. It is anticipated that these publications will partially meet the needs of the many classroom teachers and students who daily seek the assistance of the NEA.

Hopefully, the conduct of the NEA/NPS Project on Environmental Education will be a first step toward realization of the Task Force's recommendation that NEA "take the initiative in immediately establishing a National Council on Environmental Education which will synthesize the efforts and concerns of all agencies and organizations committed to the restoration of an ecologically sound system of life."

The commitment of the members of ACT to environmental education is reflected in Resolution 29-71 adopted by the 1971 ACT Representative Assembly:

> ACT believes that teachers have a responsibility for helping children and youth to develop environmental awareness, ethical standards, and behavioral patterns that recognize man's responsibility for the quality of his environment. ACT recognizes that increasing population, rising standards of living, the effects of man's use of technology upon natural environment, and changing patterns of life are increasingly contributing to the deterioration of man's total environment.
>
> ACT calls upon teachers as well as local and state associations to recognize more clearly the urgent ecological factors stated above and to give leadership in helping to reshape and teach values, set priorities, and make decisions regarding the use of all resources to ensure a livable environment.

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*The NEA Task Force planned, organized, and conducted a booth in the Exhibit Area of Cobo Hall during the NEA Convention as part of its final meeting during its year of operation. In addition to displays of publications, filmstrips, and bibliographies in the field of environmental education, original artwork of schoolchildren running the full gamut of grade levels was displayed. During that period, delegates were invited to indicate their interests and needs in incorporating environmental education into their daily classroom teaching on a questionnaire to be used by NEA as it prepares to further serve the needs of the membership in this vital area.

ACT recommends that local associations and local school systems, using a broad-based, interdisciplinary approach, cooperate in refining and implementing guidelines for developing curricula for grades K through 12 that will promote in students (a) an understanding of the effect of human decisions on the complex interrelationships that sustain natural processes and (b) an appreciation of the importance of proper management of the natural environment.

During the summer of 1971, Marjorie Lowman (the first doctoral intern of Illinois State University, Normal, to be involved at the national level) was assigned for eight weeks to the Association of Classroom Teachers. Mrs. Lowman engaged in planning, organizing, staffing, and directing a project to field-test materials and procedures for environmental education. A second phase of her internship dealt with a follow-up to the pilot involvement seminar conducted in March by ACT at the Mountain States Grass Roots Involvement Program (GRIP) conference in Salt Lake City. Designs for classroom teacher workshops to be used at the GRIP seminars during the 1971-72 school year have been drafted.

An anonymous friend of NEA who annually underwrites the ACT Hilda Maehling World Affairs Fellowship financed the pilot seminar on world affairs and environmental education that was held in March of 1971. Titled "One World —Many Problems," the theme will be continued through the 1971-72 involvement seminars.

Seed money for initiating projects in world affairs and environmental education is available through the ACT Hilda Maehling regular and World Affairs Fellowships.

GRIP conferences will vary in approach from seminar to seminar. Basically, a seminar will be designed to accommodate from 35 to 50 classroom teachers at each of its two sessions. Participants will work in small groups of no more than eight persons to a group. Presentations by panelists and specialists in environmental education, as well as films on this subject, will outline environmental education and its relationship to association priorities.

Participants may mold the workshop to their own needs by establishing the objectives of the seminar, exploring classroom approaches and techniques, and discussing local association involvement. They will also have the opportunity to browse through materials or play environmental education games, such as "Geography-A-Go-Go."

At conference sites where environmental study areas are easily accessible, attempts will be made to transport participants to those areas. Such scheduling will be contingent upon season of the year, climate, transportation facilities, time schedule of the conference, and other relevant considerations.

While the GRIP Steering Committee has not completed

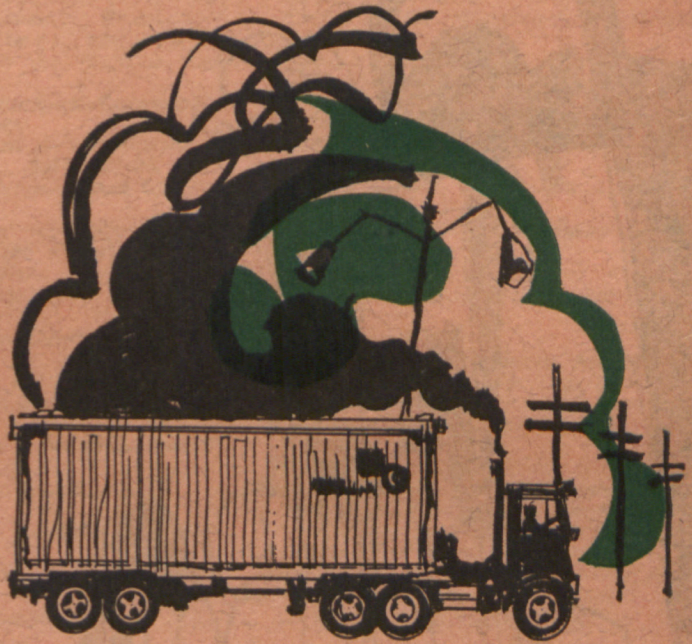
conference plans, two possible designs for the sessions follow. Reader reactions to the designs and suggestions for the conferences are welcomed. Send them to: Mrs. Alice Cummings, chairman, NEA Staff Committee on Environmental Education, NEA Association of Classroom Teachers, 1201 16th Street, N.W., Washington, DC 20036.

Design A
Kickoff: Environmental Education Relative to NEA Priorities
Confrontation with Environmental Issues. Film Showing
Reaction: Panel of Five Specialists
Group Discussion and Table Interaction with Panelists
Group Work Sessions:
- Adaptation to Classroom
- Local Association Involvement
- Effect Upon the Community

Report to Entire Group
Evaluation
Browsing

Design B
Using an Environmental Study Area
Introduction and Previsitation Orientation
Transportation to Environmental Study Area (ESA)
Introduction to ESA
Exploration for Varieties and Similarities:
- Group 1—Art
- Group 2—Communications
- Group 3—Mathematics
- Group 4—Science
- Group 5—Social Studies

Return to Conference Site
Wrap-up and Take Home



Selected References

The NEA Task Force on Environmental Education commends to the attention of initiators of environmental curriculum the following selected references:

1. Association of Classroom Teachers (NEA) and American Association for Health, Physical Education, and Recreation. *Man and His Environment: An Introduction to Using Environmental Study Areas. Washington, DC: 1970.* 56 pp. $1.75.

2. Hill, Wilhelmina, and White, Ray C., *A State Directory of Persons Responsible for Environmental-Conservation Education.* Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education, 1969. Free.

3. Mordy, Wendell A., and Sholtys, Phyllis A., compilers. *Directory of Organizations Concerned with Environmental Research.* Fredonia, NY: State University College (Lake Erie Environmental Studies). 1970. $2.

4. National Education Association, Research Division. *Environmental Education in the Public Schools: A Pilot Study.* Washington, DC: 1970. 72 pp. $1.50.

5. Snyder, Ellie, compiler. *Environmental Education for Everyone—Bibliography of Curriculum Materials for Environmental Studies.* Washington, DC: National Science Teachers Association, an associated organization of the NEA. 1970. 38 pp. 75¢.

6. U.S. Department of Health, Educa-

tion, and Welfare, Office of Education. *Education That Cannot Wait.* Washington, DC: 1970. 51 pp. Free.

Additional information, materials, and bibliographies are available from local and state curriculum agencies, state departments of public instruction, and the NEA Project on Environmental Education.

Appendix

Environmental Activities Conducted by NEA Units and NEA-Related Organizations

American Association for Health, Physical Education, and Recreation

Project Man's Environment (funded by National Park Service), which conducted consortium with American Institute of Architects

Exploration of establishing National Council on Environmental Education

Participation in 1970 Earth Day

National Consultation on Environmental Education Areas and Facilities sponsored by Educational Facilities Laboratories, New York

American Association of School Administrators

Programs at annual conventions

American Association of School Librarians

Bibliography

Ecology and the Media

Program at annual meeting of National Council for the Social Studies

American Industrial Arts Association

Man/Society/Technology — February 1971 issue devoted to environment

Association of Classroom Teachers

Man and His Environment: An Introduction to Using Environmental Study Areas (published jointly with AAHPER)

Man and His Environment: A New Approach to Environmental Education—Filmstrip (published by ACT and AAHPER, in cooperation with the National Park Service)

Association for Educational Communications and Technology

Ecology speaker at general session of national convention, March 21-26, 1971

Association for Supervision and Curriculum Development

Special sessions at national conference

National Art Education Association

Art Education—1970

National Association of Elementary School Principals

Environmental film showing at annual meeting—April 1971

National Council for the Social Studies

"Quality Control of the Natural Environment"—1968

"Man's Adaptation to the Environment"—1969

"Toward a Livable Environment"

Social Education

National Council of Teachers of Mathematics

Arithmetic Teacher—January 1971 issue

"Mathematics Educators Must Help Face the Environmental Pollution Challenge"

National Education Association

Publications Division

Man and His Environment (See Association of Classroom Teachers)

Research Division

Environmental Education in the Public Schools: A Pilot Study

Today's Education

December 1970 Special feature: "What Schools Can Do About Pollution"

Articles on conservation education

National Home Economics Education Association

Human Hunger, Family Life and Planning

National School Public Relations Association

"Environmental Education: A New Must" in *The Shape of Education for 1970-71*

Education USA

National Science Teachers Association

Environmental Education for Everyone—Bibliography of Curriculum Materials for Environmental Studies

The Science Teacher

Science and Children

Student National Education Association

"Dirty Filmstrips"—Set of five filmstrips

"Environmental Crisis: What the Individual Can Do" (in cooperation with ACT, ASCD, FTA, NCSS, and NSTA)—Filmstrip

URBAN Project

"Schools of the Urban Crisis"

This feature has been developed cooperatively by the Association of Classroom Teachers (ACT) of the National Education Association and *Today's Education.* Reprints are available in packages of 30 for $2. Order by Stock No. 111-03986. All orders must be prepaid except for those on your official purchase order forms. (Shipping and handling charges will be added to billed purchase orders.) Make checks payable to the National Education Association. Address communications to NEA Publications-Sales Section, 1201 Sixteenth St., N.W., Washington, DC 20036.

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YOU MAY NOT AGREE, BUT . . .

Plan Books Are a Waste of Time!

says **ROBERT DAWE**, *mathematics teacher, Herbert Hoover Junior High School, Kenmore, New York.*

□ **"All teachers will turn in plan books each week.** Lessons must be outlined one week in advance and include such things as aims, materials, and methods."

Tens of thousands of teachers find a statement similar to this in their mailboxes during the course of the school year—usually early in the fall. *Why* must teachers turn in plans? Many reasons are given, but they all boil down to this: "Because the principal said so."

I'd like to point out the insidious effect this dictum has on teachers and the idiocy of the assumptions and reasoning upon which such a policy is based. Listen to the reasons given for the ruling:

- Good plan books make good teachers. If a teacher writes plans ahead of time, he will be prepared for all contingencies in his class. He will have the audiovisual aids he needs in readiness, and he will be able to time his preparation so that it fills the class period "just right."
- If the teacher is absent, a well-filled plan book is an indispensable aid for the substitute.
- Plan books let principals and department chairmen know what's going on in the classrooms. Because they know, they are able to "help" their teachers.
- Teachers at other schools must turn in plans, so why should ours be an exception?
- Why do you need a reason? Turn them in! (This one is used when the others fail to be convincing.)

Let's look at these arguments—except the last one, which really can't stand close examination.

Do good plan books make good teachers? To paraphrase Robert Frost, "Something there is that doesn't love a plan book." And that something is a good teacher!

To my knowledge, no research has ever shown that good teaching is the result of a good plan book—or even of good planning (a very different thing, by the way). What we have is a myth perpetuated by professors of education methods, some of whom have never taught in a public school. Naturally, they must have some content to teach; the fine art of preparing plan books can occupy many hours.

In view of the lack of evidence to support the notion that plan books are necessary to good teaching, it's interesting to speculate about what would happen if a teacher no longer had to write such plans. I believe this teacher would be far more flexible and responsive to student behavior—more natural and more willing to let his students see him as a person.

In *The Open Classroom*, Herbert Kohl calls lesson plans a "trap" for teachers. He states: "If they are followed consistently there develops a smooth temporal progression in the class from one topic to another, with little place for side issues, unexpected discoveries, and unplanned conversations. If a story or a mathematical concept, or a particular scientific problem is provocative and sends students off in many directions, the lesson plan draws them back to the curriculum and the orderly flow of time in the class day."

When one invests a lot of time and energy in preparing plans, he's reluctant to depart from them. But beyond this tendency to restrict spontaneity is a far more serious question: How can advance planning assure relevancy when that time arrives? I find it difficult to predict in any detail what will go on in my class at the beginning of the period—much less what will happen tomorrow.

No substitute uses the regular teacher's plans. He can't. An experienced sub has several gimmicks up his sleeve to use when the teacher doesn't leave a set of special plans for him. But the fact is that virtually every teacher *does* leave such plans—or at least has an emergency ditto master in his desk from which the substitute can prepare worksheets.

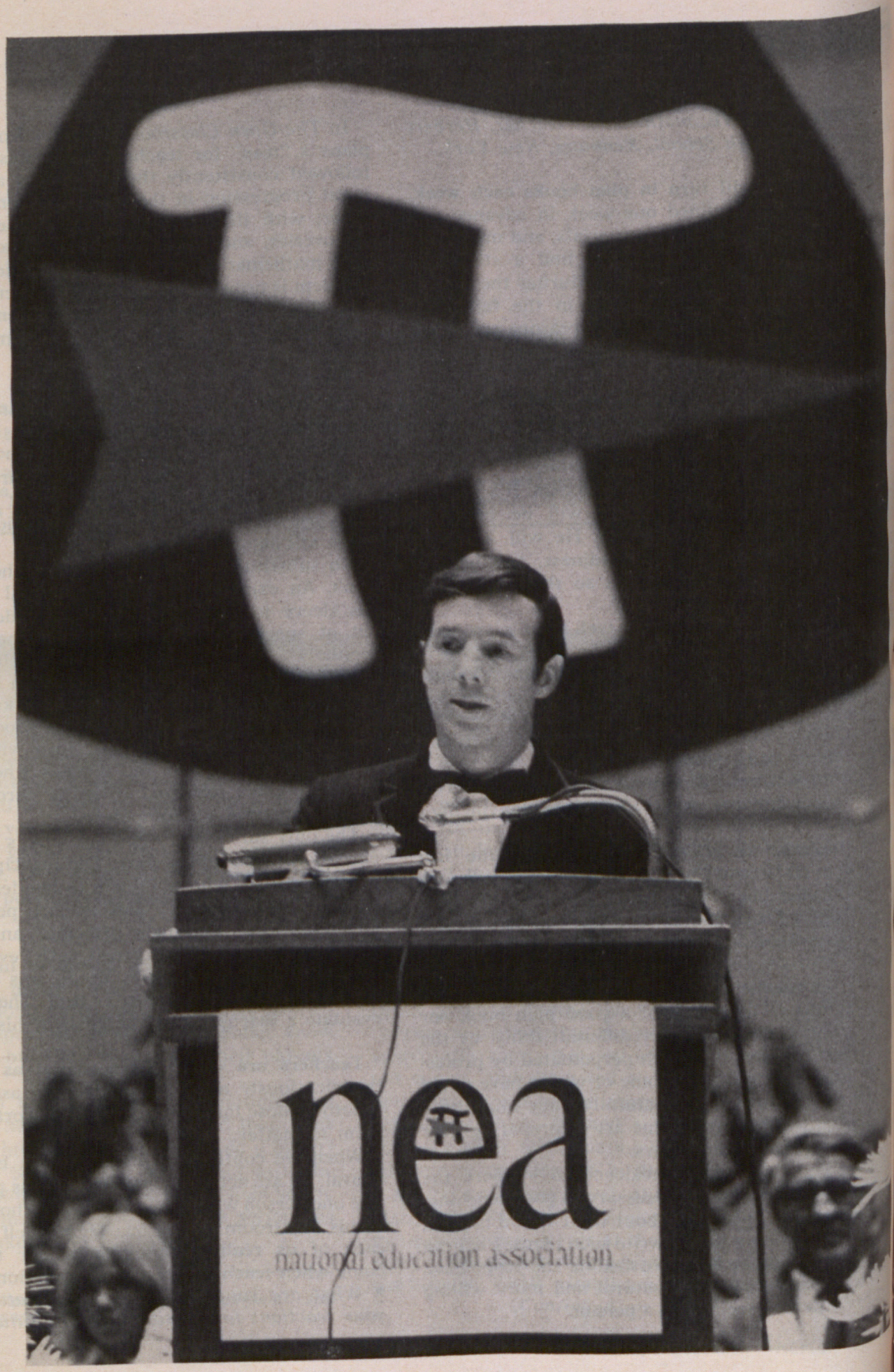
Most teachers are eager to do a good job. If plan books contribute to that goal, they will write them without coercion. For the teacher who isn't trying to do a good job, merely going through motions doesn't improve his competence.

The only sure way to find out what's going on in a classroom is to take a look. The principal or department chairman who is sincere in his desire to help a teacher should contact that teacher personally. I'm afraid, however, that many principals and department heads are primarily concerned with "evaluating" the teacher. Anyone who tries to do this on the basis of a plan book is confused at best. The only way to evaluate a teacher is on the basis of his teaching.

Teachers are often characterized as people who conscientiously apply themselves to assigned tasks. Whether those tasks are valuable or worthless doesn't seem to matter.

When we continue to hand in plan books for approval, we are acting as inferiors, not as professionals. The one person who knows best what should be taught in his classroom is the teacher himself. The sooner each of us realizes this, the sooner the day will come when teaching is truly a profession. □

◆ *What are your feelings in this matter? Send us your reactions for possible use in a future issue.*


nea
national education association

Meet NEA President Donald Morrison

Self-governance for teachers was called for by President Morrison in his inaugural speech at the NEA convention in Detroit last July (left). Elaborating upon this idea in a *Journal* interview (above), he said, "Teachers collectively should negotiate what goes on in their schools."

□ **On the last day of the 109th annual NEA Convention**, held in Detroit this summer, Donald E. Morrison, a San Diego junior high social studies teacher, became NEA president, succeeding Helen Bain. After the Convention, the editors of *Today's Education* conducted the following interview with the new president.

Q: In your speech at the Convention, you alluded to new roles for the classroom teacher. What did you have in mind?

A: Because of the way American education has developed, people outside the classroom have imposed on the teacher what they believe should be his role. For example, people in administration even make the judgments about what is considered competent in a teacher.

I believe that teachers should make the judgments about the teacher's role in the classroom. Chances are that the administrator doesn't have detailed knowledge about most of the things he makes judgments about concerning the teacher's performance. I think education is going to suffer until the person in direct contact with the students is the one who's making the judgments not only about what goes on in that classroom but about the entire school arrangement as far as instruction is concerned.

Q: Do you think this will have to come about school by school or is it something the NEA can actively promote?

A: NEA is promoting it, in a sense, by asking that teachers control the governance of teaching. However, although we're working to get professional practices acts passed by the state legislatures, we aren't moving on a strong program to get the teachers at the school level involved in these decisions. How ironic it would be if a teacher made judgments for all the teachers in the state as a member of a state professional practices commission and yet back in his own school he was judged by someone who isn't even a teacher.

Q: Can collective negotiation help a teacher in this instructional role?

A: I think that negotiations must encompass more than giving the leaders of an association the right to negotiate with the school board. I think negotiations by law should go to the school level so that teachers collectively are able to negotiate what goes on in their schools.

I believe that the teachers collectively should have

one vote and the administration should have one vote. If they get into some kind of conflict over the problems at the school and how the school should run, then somebody from outside the school should come in and mediate or arbitrate that problem.

Q: Wouldn't this take a lot of teacher time?

A: Yes, it would and their time should be paid for by the school district, because involving them in decision making is to the advantage of the students and the school district. I believe that if teachers don't have an equal voice in determining what happens to all aspects of a school program, they are going to have increasing difficulties with students.

Because public school teachers have functioned for the most part in undemocratic school situations, I think they tend to be suspicious and distrustful of each other. As I see it, one of the great by-products of the NEA UniServ program is that teachers are learning to work together on a board with the responsibility of directing a staff person.

Once teachers have spent time on a board of directors, I think they may well be reluctant to go back to a situation in their school where they have no say in administrative matters. So as these UniServ units are set up, I see teachers coming in, training for group decision making, and then, when they go back into their schools, questioning why they can't have something to say there.

In the near future, I believe that thousands of teachers will take part in group decision-making experience on a UniServ coordinating board. And I see this as something that will benefit the children.

Q: In your Convention speech, you mentioned educational institutes. Would you expand on this?

A: I believe that we, as a profession, should have under our control institutes with programs ranging from early childhood education to the preparation of teachers. It seems to me we could begin by going to the right community and telling them that with their cooperation and support, we could make it *the* educational community of the United States. I think the right community would be willing to give us land, where we could develop a campus-style setting for an institute, which we would either fund or acquire the funding to make it work. The National Institute of Education that the Nixon Administration is proposing might well be a new source of money. It is not going to have an experimental campus or do any specific tasks itself. Instead, its research is all going to be done on a contract basis. If we don't establish some kind of institute and start developing innovations and new directions in program, the teaching profession will lose out on the chance to shape the future of American education. Regardless of whether NIE passes or not, somebody will get the federal and foundation grants to do the job, and the results will be imposed on teachers.

The NEA, I think, should have one centrally located campus someplace, or we could have an Eastern and Western division with certain basic operations—dealing, say, with early childhood education—in each one. I feel that we should pretest anything we recommend in the area of professional development and instruction.

Q: The NEA now has a Division of Instruction and Professional Development, and you, the officers, will have the advice of the Council on Instruction and Professional Development. Do you foresee the kind of role you're talking about now as a new part of their job?

A: Yes, I'd hope so. And I'd hope that the Council would make such decisions as what the primary emphases of the institution should be for the next year. Should it undertake a major program in elementary science? Should it do another one in reading? And the institute, then, would go to the foundation—the National Foundation for the Improvement of Education that NEA established last year—which is going to gather and disburse funds. Since all of these kinds of programs will benefit the American public, they should be funded by the public sector.

Q: The NEA budget for the year that you will be president includes an extensive increase in the UniServ budget. Can you tell us what that money is going to be used for?

A: The value of UniServ, of course, is to provide teachers at the local level with the assistance of professional staff.

After teachers have taught all day, it is not good use of their time to engage in the day-to-day operations of their own organization. Relieving teachers of time-consuming responsibilities, such as following through on grievances, is one of the valuable services offered by UniServ.

Q: How many communities will have UniServ programs this year?

A: There will be 500 in operation this year. This means, in terms of teacher decision making, that there will be 2,500 teachers who have had one year of newly acquired skills and experience. So the rewards are going to be big in the area of teacher decision making in instruction and curriculum.

Q: There are now 35 states that have voted for unified membership with NEA. What are the benefits, as you see them, of this trend?

A: I think the most valuable by-product of unification, outside of getting UniServ staff to serve teachers at the local level, is improved communication with members in their teaching role. In my Detroit speech, I pointed out that NEA cannot now communicate with its members except as members. We must start reaching the teacher for what he does in the classroom, for his role as a change agent in instruction.

So I've said that the most important aspect of unification is that it provides a common membership base and enables us at local, state, and national levels to deal with the same individual teacher all along the line and to communicate with him in terms of what he does in the classroom.

I would hope that before too many years go by, one issue of *Today's Education*, for example, would have a special insert for every teacher of English. Another time there might be something for every teacher of foreign language or social studies. And of course if we eventually have state editions of the *Jour-*

nal, as we're already doing experimentally in some of the states, then the states would be able to communicate by mail with each teacher on the basis of what particularly concerns him in his teaching role. If this happened, I think the states would begin to see that unification helps us all to do some of these things with the individual member.

Q: What do you see as NEA's main thrust in the area of federal support of education during this year of your presidency?

A: I think that education in this country suffers because we've assumed that if you let the states and the local governmental agencies identify their needs in education, you can then take that aggregate and call it the nation's needs in education. This just isn't true.

Let's take, for instance, the migrant child who is going to be in a state for two weeks. That *isn't* a problem of the state, and yet it *is* a problem for the nation.

Similarly, no state on its own was going to desegregate its schools, and yet segregation was a national problem and a national disgrace.

So it seems to me that we have to establish the *nation's* goals in education. We need to know how many teachers are needed and of what subjects, and the federal government is going to have to put its money into those programs that will train teachers in line with those goals.

This doesn't mean that we have to have a national curriculum or that there aren't going to be important decisions made at both the local and state level. It does mean that the nation's goals and the nation's objectives must be articulated and met.

Helen Bain last year established a special committee for governance and finance of education. The committee has recommended a new concept of general federal aid to education—a national foundation program under which every child, regardless of state and local tax money supporting him, would be guaranteed a basic minimum of educational support appropriate to his needs. This support would be spelled out in terms of standards of buildings, play areas, and so forth. It would also recognize that it costs more to give some children a start in life equal to that of others. And it would recognize that all children *must* learn to read. So, for example, it might establish as a basic condition that there be no more than 15 pupils in a class when they're acquiring basic reading skills.

Q: Do you see a continuing expansion of the role of the student within the Association?

A: Yes. One of the impressions I already have gained from going over to the Congress is that they have young people and members of minorities on their administrative staffs. Now that 18-year-olds can vote, those staffs are probably going to be even younger, and I think that NEA's legislative staff is also going to have to include more young people.

Our lobbying in the past has generally concentrated on the chairmen of committees. These chairmen are going to continue to be very important, but I believe we should also pay attention to the young people who are drafting the bills and doing the research for the Congressmen.

Q: So far, Mr. Morrison, we've talked about programs for this year. Where do you think NEA and the united teaching profession will be five or ten years from now?

A: One of the major problems that we've had before us is the impact of negotiations. We used to be able to reconcile the difference in the role and the responsibilities of the administrator to the school district and to the teacher. Now, with negotiations, the school district imposes some responsibilities on the administrator that cause problems within the organization.

Another problem that is inherent in the present setup shows up at the local level when there is a walkout of teachers. If the principal is in the same negotiating unit with teachers, he may vote to have a walkout, and then—on orders of the school board—try to break the strike by having teachers and other personnel come in to keep the school running. This sort of thing puts the principal in an awful position.

In the past, we've defined unity as being structured together, and it's no longer possible. I think we have to come up with a new definition of unity, one that emphasizes being able to achieve mutual goals and that puts structure secondary to that.

The NEA could be a federation of national educational organizations. I think we should have a national corporation of teachers formed that would correspond to the American Association of School Administrators, the Associations of Elementary Principals and of Secondary Principals, and the Association for Supervision and Curriculum Development. The NEA would then be a federation, not an individual membership organization.

If we were to have such a coalition, each group could meet its own needs in staffing, budget, and governance, and then the federation activities would be those that do not involve conflict. Most of our lobbying could be done on a coalition basis, although occasionally members of the federation might be in conflict on a particular bill and want to do their own lobbying.

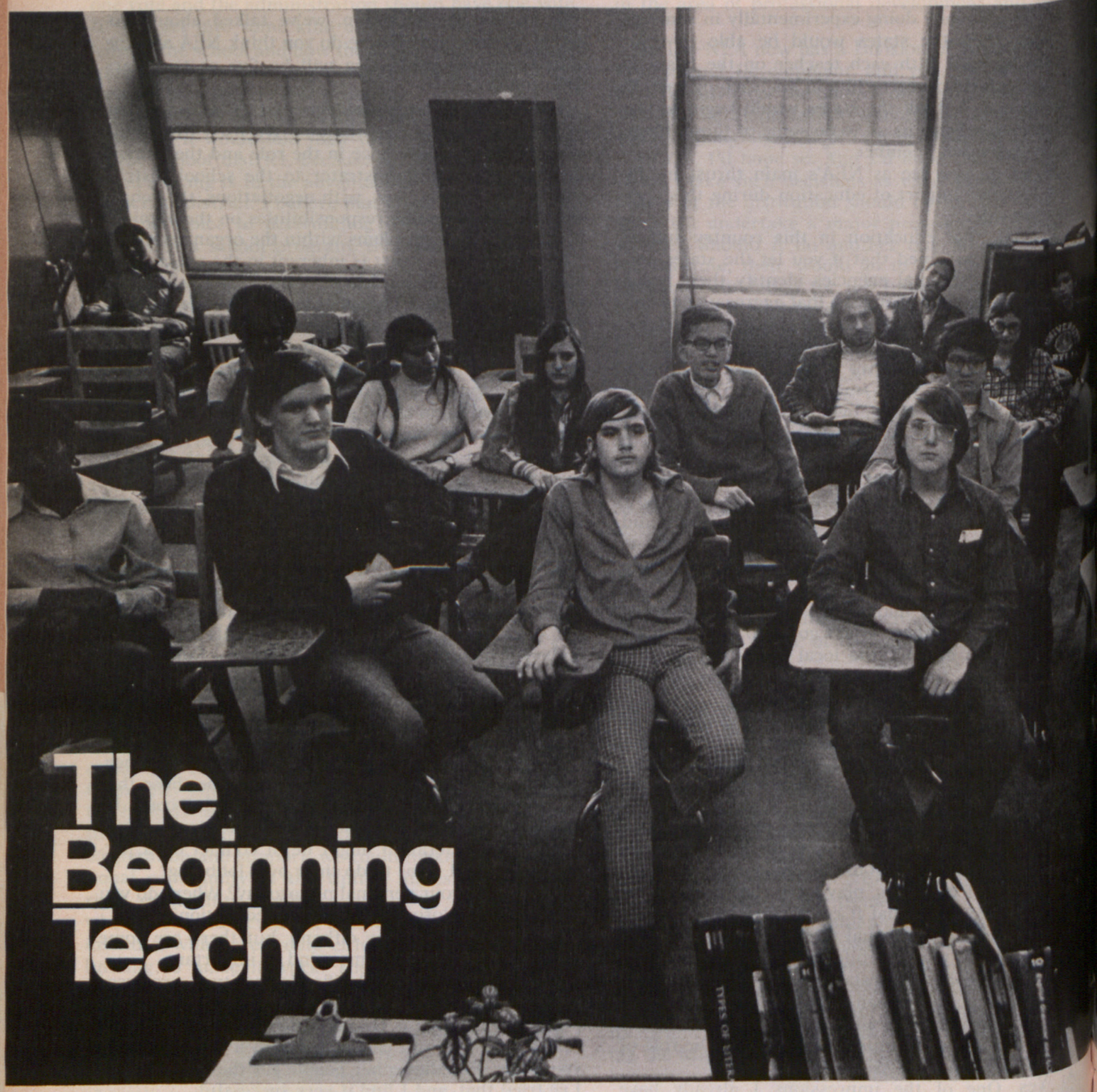
Q: What is your personal philosophy? Where do you go for your philosophy of life or of education?

A: That's hard to say offhand, but there are some ideas that have stuck in my mind as important.

I had a professor at Pacific University, a professor in philosophy with a specialty in educational philosophy, and his name is Homer Knight. Dr. Knight once said to me that you can accomplish a lot so long as you make sure that other people get the credit for it. I've tried that, and I find it very successful.

And then I'm impressed by a remark that Einstein made one time—that only a fool loses his head. And a third one that keeps coming back to me is a statement of Pascal's: "Thought makes up the entire dignity of man. Therefore let us endeavor to think well. It is the only morality." □

TODAY'S EDUCATION FORUM This topic will be discussed further in Today's Education Forum, a monthly cassette recording based on *Today's Education* and the *NEA Reporter*. For further information about TEF, write to Today's Education Forum, Farmington, Michigan 48024.



The Beginning Teacher

SPECIAL FEATURE

In the spring the editors of Today's Education *individually interviewed several beginning teachers who were winding up their first year in the classroom. The group included teachers from various sections of the country; different ethnic and racial groups; and urban, suburban, and rural schools. We discussed the special problems of the beginning teacher; the ways in which veteran teachers, administrators, and the professional association might alleviate these problems; teacher education; and new teachers and the professional association.*

Following are questions and excerpts from four of the interviews. The teachers are Rosa Lee Colo, fourth grade teacher, Edison Elementary School, Empire, Ohio, who at the time of her interview was a

second grade teacher at Como Elementary School, Columbus, Ohio; Ernest Ellis, mathematics and science teacher, McArthur High School, Hollywood, Florida; Judy Hall, first grade teacher, Milo (Maine) Elementary School; and Wallace King, U.S. Navy, who at the time of his interview was an algebra teacher at Capitol Hill High School, Oklahoma City.

What were your most difficult problems your first year of teaching?

Mr. Ellis: Planning! I would plan lessons that were either too long or too short. At first it was difficult for me to judge how much time I should devote to one particular topic in an entire unit and how I should coordinate the units with our six-week schedule and final examinations.

As far as classroom control and discipline were concerned, I didn't really have any particular problem —perhaps because of my military background.

Mr. King: Classroom control was my biggest problem. I was probably too lenient at the beginning because this problem seemed to mushroom as the year went along. I found out that getting a little bit stricter with a student after I'd been easy on him was out of the question.

Rules and regulations of the school and district presented no big problem, but preparing lesson plans was something else. I had to teach classes varying in length from fifty minutes to two-hours-and-twenty-five minutes. So in some classes I would run over and in some I might run a little short. But after a while I was able to adjust to these varying time blocks.

I found helping students challenging because each student has unique problems, and I had to use a completely different approach with each one.

Miss Colo: One problem I ran into was the size of my class. I've had at least thirty-three children in my room at all times and sometimes as many as thirty-six. A class that size is difficult for any teacher but for a beginning teacher it's even harder.

Another thing that's difficult for a first year teacher in an elementary classroom is grouping children for reading and math. I did my student teaching with first graders, so I was afraid I wouldn't expect enough from my second graders.

But whereas in the beginning I thought I could group the children once and keep those groups for the rest of the year, I found as the year went on that grouping has to be flexible.

Are you the only second grade teacher in your building?

Miss Colo: No, there are two others, and each of us has a reading group. One has the high group; one, the middle; one, the low. So, we have parts of three rooms of children together, which I've enjoyed.

Did you run into problems with parents?

Miss Colo: It's difficult for a first year teacher to meet parents. I would say that it's best not to mention that you're a beginner. Some parents feel insecure if they think their children have a first year teacher.

Before this year, I never believed there were parents who would really give a teacher a hard time or blame her for their child's problems. But I had a traumatic experience with parents this year.

The ones I'm talking about have several children with learning problems. The youngest is in my class. So, over the years these parents have been hearing about their children's problems and they just don't want to hear the same story any more. I didn't understand this at first. If I had, I might have softened what I said. But I learned the hard way, and I think maybe all teachers do that in their first year.

Miss Hall: Well, you see I went to a very, very conservative college, and, if nothing else, it prepared me to conform. So, as far as adjusting to the rules of my school and assuming the duties that go with being a schoolteacher, I have had no problem.

I do feel that I've played this whole school year by ear, though. My training didn't prepare me to be a teacher. Oh, I had courses on putting up bulletin boards, my professors gave me advice like "Join all three education associations, local, state, and national," and I have frequently drawn upon information learned in music and reading courses, but for the most part, my methods courses provided no practical information on how to run a classroom. Most of my instructors hadn't taught in elementary schools.

Do you understand what I mean? I had very little that was specific to fall back on except one good quarter of student teaching. For example, in our science methods course, we

taught a lesson to our peer group. But you can't present a project on birds to eighteen- or twenty-year-olds and get perspective on how that lesson will go over with six- or seven-year-olds.

I was lectured at in high school and I was lectured at in college. But when I stepped in front of those twenty children of mine, I knew I could not reach them by lecturing. So I didn't attempt it.

Do you feel that your teacher-education institution prepared you adequately for the realities of teaching today?

Mr. Ellis: I majored in chemistry but took certain education courses required for a teaching certificate in Florida—courses like early childhood development, human growth and development, and educational psychology. However, I didn't take two courses—science methods and math methods—required by the state. So my teaching certificate is granted on a one-year basis, and I plan to take those required courses in summer school.

Because of my chemistry major, I'd had a couple of job offers with industry, but I took a teaching job instead. And I don't regret my choice at all. I enjoy teaching quite a bit.

I feel that I didn't really lose too much by not being an education major. In fact, I think I gained because a lot of education courses I've been exposed to are redundant. I don't think I lost too much by not student teaching either. But maybe that's because I've had experience teaching in the military.

Mr. King: Since I'm teaching on a temporary certificate and haven't completed all the required hours for a standard teaching certificate, I don't feel qualified to answer. However, I do think that student teaching would have been most helpful.

Miss Colo: My student teaching experience was helpful because I was in a peculiar situation. My supervising teacher became ill, and I had a lot more responsibility in taking over the class than I would have had under normal circumstances.

Nobody in our school got experience practice teaching in an inner city although several of us had asked about it. I thought this was bad; I still do.

"By March, I was more relaxed with students," said beginning teacher Ernest Ellis.

In what ways could your preparation for teaching have been improved?

Miss Colo: We should have had more time observing and teaching in an elementary classroom. Education majors should start observing classes in their sophomore year. In the junior year maybe they could be in some kind of cooperative program in which they would take regular classes at college part of the time and work with students in a classroom—observing and teaching—part of the time.

Just observing is not enough. Sitting in the back of a room is so different from being in the front of the class. You don't understand what's really happening unless you're up there teaching.

How long were you out student teaching?

Miss Colo: One semester for just a half day. And one problem I faced as a beginning teacher stemmed from this. Because I only spent afternoons in a classroom, I really had a poor conception of what a complete day of teaching is like. When I started in September, I was surprised at how much harder the children work in the mornings.

Also I didn't have to do a lot of paper work when I was student teaching. Getting used to all the record keeping can be traumatic for a new teacher.

What would you say was the most helpful aspect of your preservice preparation?

Miss Colo: Preparing my catalog of resource materials—definitely!

I've really used that catalog this year. For example, I have a high group in reading and I needed to provide enrichment materials for them. So, I ordered a special set of skill builders, a source from my resource list on reading.

Miss Hall: I don't feel that my teacher-preparation institution did the job it should have.

But it's changing. New faculty members have come in, and my friends who are still there say these professors realize education is changing and that they've got to change with it.

I went to college when I was twenty-one. (I attended an IBM school first.) The curfew at the college was 7:30. Can you imagine? We're going to be teachers; we're going to be leaders. Yet, we have to be in by 7:30. All of these little dictums.

The student who was thought to be the best was the one who best conformed to college rules. I suppose that's the way it is in other places, too. But there are schools where the student who speaks his mind is the one most respected as a person.

I have to say this: I conformed while I was there. But it's like selling yourself down the river. You know that feeling? And really I'm not a radical. I wouldn't outwardly protest or anything like that. But there were things which needed to be changed. I probably could have spoken my mind a lot more than I did.

When did you do your student teaching?

Miss Hall: I student taught for a whole semester in my senior year. My supervising teacher had taught for around thirty years, and she gave me something to hang on to. You might say she gave me a typical Maine, down-to-earth, common-sense attitude about teaching and learning. Her idea was that students and teachers have work to do and they should have fun if they can while they're doing it.

Was your first year of teaching as difficult as you had anticipated?

Mr. King: About what I had anticipated—with a few exceptions. For example, my white students sometimes accused me of being partial to the black students because I, too, am black. I hadn't expected that.

Why did the white students make that charge?

Mr. King: The black kids in one of my classes were leaving fifteen minutes early to catch the bus. When a white student confronted me about the blacks leaving early, I explained that the administration had approved it. I tried to point out that she should take her complaint to the persons responsible for making the decision. But I still think there was a block between us because of this situation.

Mr. Ellis: Yes, I must say it was as difficult as I had anticipated. I thought I would have the most trouble in the preparation phase of teaching and I did have problems in that area.

Miss Colo: No, it wasn't as difficult as I had expected. Of course the first few months were hard for me because I couldn't get over the number of children in my room. I was crushed because I couldn't remember all their names. I thought, How can I ever do anything with these children when I can't even remember who they are!

But I learned to really enjoy my children. At first I was scared to. That's one thing about a beginning teacher. You're miserable at first because you're afraid you're losing control and you can't relax with the children.

Miss Hall: You've really got to dig, you've got to work. I don't like a teacher-oriented room, but in the first grade you have to push, push, push to get the children ready for second grade. It's the system.

Charley may not be ready for second grade, but there's a new group coming into first grade. So, out! Push him out! And you hope and pray he'll be able to somehow grasp whatever he needs in order to meet some measure of success.

I don't go along with that. But I'm conforming again. My district says that these children must be ready for second grade, and so I push—reading the most. My principal and my supervisor said: "I don't care whatever else you do this year, do the reading." But I try to let the children direct the other things—art and music and social studies.

Is there anything to that bit of advice, "Don't smile until Christmas"?

Miss Colo: I think so. At first you have to set up basic control and then you can ease up and give the children an extra pat on the shoulder and an extra grin. If I had been everybody's buddy at the beginning of the year, a few of my students would have really taken advantage of me.

Miss Hall: I guess I'm a middle-of-the-roader. I didn't want to come on like an ogre. I've seen some teachers who go into class on the first day and snap, "Now you sit down!" or "Get in that line!" If I were six years old, I'd be terrified.

Mr. Ellis: I would say the teacher shouldn't smile until after he's midway through the second semester. I just began to get into the swing of things about March. I felt I had everything under control then and that I would make it to June.

I was more relaxed with the students and by that time they had gotten used to me. We could communicate better; we seemed to get even more done. Previously, I'd had to use a lot of pressure to get them to accomplish what needed to be done.

Mr. King: In any relationship with people, a smile is always needed—even if it's used just to encourage or to say a friendly hello. But in the light of my experience, I do think the beginning teacher should come in very strict and not wait until later in the year to try to get classroom control. He can always relax a little later on in the year.

Did you learn from your students this year an important lesson you'll never forget?

Miss Colo: I've learned that teachers shouldn't generalize about families. For example, one day I was discussing families—mother and father and brother and sister—and a little girl burst into tears because she didn't have a father.

I've also learned that the child who can't make friends is sometimes a severe discipline problem. I

never understood all the different reasons for discipline problems before. I also learned there's only so much a teacher can do to help the child who is not liked by the class. If you try to make the class accept this child, it has just the opposite effect.

I've also learned to consider children's feelings. The record on one of my boys says he's a low achiever who never does anything and doesn't care. Well, he burst into tears one day because he couldn't complete a paper. That's not a child who doesn't care.

Mr. King: One thing I've learned is that you can trust people about as much as you demonstrate trust in them. If you give the impression you don't trust them, they'll likely become untrustworthy.

Mr. Ellis: I think one of the first things I learned is that you must be very fair with students—especially those at the level I'm teaching. I teach math to ninth graders and physical science to tenth, eleventh, and twelfth graders. They don't like to be led on.

Take the ninth graders, for instance. If I offered some gimmick reward to try to con them into doing a long assignment, they would say, "No tricks! If this is what you want us to do, then just tell us and we'll do it."

As far as getting the tenth, eleventh, and twelfth graders to become interested in the science area, you have to sort of glamorize the subject. To give you an idea of what I mean, my physical science course is primarily in the curriculum to satisfy science requirements for senior high graduation. Normally students who take this course do not plan to enter professions where they'll need a scientific background. So I have to sell them on the importance of the course and the importance of learning some science. I have to keep the course interesting—and simple.

What new ideas—learned the hard way in your beginning year—will help to make next year easier?

Miss Colo: I got some new ideas about the physical arrangement of the room. I didn't like seating the children in straight rows, so I've tried several different arrangements. I don't keep the same groupings all the time either; I used to think this was necessary because I thought sitting in the same place was a kind of security for a child.

Grouping the children in threes and fours to work together has helped my shy children build friendships. One little boy who was *so* shy is thrilled now because the kids in his group accept him. They pat him on the back, and he knows they're his friends.

Mr. Ellis: I learned to simplify my tests. At first most of my examinations had four different kinds of questions: true and false, multiple choice, completion, and essay. But I found that the tests were difficult for me to grade and that the students, in some cases, didn't perform as well as I thought they could. However, when I give a test with only two types of questions, the students seem to do better and the grading is easier for me.

What programs in your school district were most helpful in orienting you to your new job as a teacher?

Miss Colo: We have a citywide orientation program in Columbus. We were given a lot of general information about the system and were told what's available at the regional centers and the reading center.

We also had meetings at our individual schools—first with the principal and then with the other teachers on our grade level. Different teachers talked about what they did last year and gave tips on how to arrange things this year.

I did get a general idea of how to schedule and how much time to spend on each subject. From there I was on my own. Of course, whenever I had a question, I could ask somebody.

Miss Hall: We had an official orientation day on August 31. Well, I thought I was really in store for something unique. We went to the gymnasium, and the superintendent spoke to us briefly. Something like "Nice to see you all back, and welcome new members. There'll be a lunch at 12:30 for those who want to stay."

Then he asked to see the new teachers as a group. Each of us was given a packet of insurance policies and other papers. And that was it!

Did experienced teachers come to your aid?

Mr. King: In most cases experienced teachers with whom I was associated gave me helpful shortcuts and suggestions on handling paper work.

We use a buddy system at our school. A new teacher is teamed up with one or two experienced teachers. Then the beginning teacher can take questions to his buddy, who helps him solve problems or sends him to a place where he can get the answer to his question.

Miss Hall: Everyone at Milo School—there are fourteen on the staff—made me feel welcome. However, two or three teachers there would like to plan every minute of my day for me. I've talked to friends in other schools and they've had the same experience.

But one teacher who's taught thirty or so years has given me a lot of help. I go to her if I have questions. She's made me feel that she's there to help if I need her, without being overbearing.

How could the beginning teacher most easily and effectively become familiarized with the school, the students, and the community?

Mr. King: I think the only effective way is for beginning teachers to attend a program with a random selection of students and parents from the community during orientation week. In the dialogue between the three groups, teachers get to know what the community and students are like.

Miss Colo: I think it would be effective to have two or three days of meetings in the new school—in addition to a systemwide meeting. One day the teachers could meet with the PTA and talk about what the neighborhood is like. Maybe a drive around the neighborhood could be a part of the orientation. Another day new teachers could go over their list of children and their records.

You're looking for a more formal program at the building level?

Miss Colo: Yes. For example, ex-

perienced teachers might turn in a copy of their schedules every year. These could be kept on file so that a new teacher could get ideas on how to schedule his own class.

A new teacher should also have a list of all the materials in the school —projectors, films, books, and so on—and what days he may use them. These seem like little things, but they are so important to a beginning teacher.

What types of help do you wish you had received from experienced teachers—perhaps on a more formal basis?

Miss Colo: I wish I could have observed another second grade class to see if I was moving along as well as I was supposed to.

Were you invited to join professional organizations? To serve on committees?

Miss Colo: Yes. The CEA [Columbus Education Association] was represented at our citywide orientation. The subject of NEA and OEA [Ohio Education Association] was also brought up at that time. Then at our first few meetings at school, we were given brochures on all three organizations.

Did you join?

Miss Colo: Yes.

Mr. Ellis: I can't remember being invited to serve on any committees, but I was invited to join the local professional organization, which was my intent anyway.

Mr. King: Yes, I was invited to join local, state, and national organizations—and I did. I also served on a local committee dealing with fringe benefits, such as sick leave and emergency leave. We've made headway on the emergency leave. Before, a teacher couldn't take emergency leave unless he went through a lot of paper work. We've succeeded in changing this.

What services are new teachers looking for from their professional associations?

Mr. King: I think teachers are really interested in programs and policies that will benefit them as teachers.

Mr. Ellis: I think the state and national associations provide an invaluable service. The publications keep us informed about current trends in education and current problems in our field.

A lot of times local associations get bogged down with minor problems and financial operations. Our local association seems to be growing and flexing its muscles. It is doing an invaluable service as far as contract negotiations with the school board go. I've read many of our proposals and I like all of them.

Recently there was a question about whether or not we should be covered by the Florida State Retirement System or Social Security. Actually I'm not too well versed on either of these systems and I thought the local association should give me some information about them. Perhaps the local could have given a course at the association building on the pros and cons of each alternative.

Miss Hall: I'm not looking for a thing from my local association. When I went to the first meeting, I was appalled. I was just overwhelmed! Out of more than eighty teachers, only fifteen were there. They argued about whether the association would send a printed card or a special note when someone died. And I thought, Well, are we going to get down to whether we send *Hallmark* or *American Greeting?*

Of course, there are some good, hard-working people in the local, but I'd be very frustrated if I were in their shoes. They get no backing whatsoever.

However, I feel that we have a good state organization. I'm impressed with everybody I've met from MTA [Maine Teachers Association]—at their knowledge, their belief in what they're doing, and their understanding of the whole educational system. They're talking about things that will affect me. They're talking about negotiations and about performance contracting. They're not ignoring the issues.

Why did you join the professional organization?

Mr. King: If these organizations are going to represent us, each teacher should be a member. It should be a responsibility and not just a privilege to join.

Miss Colo: I felt I should join all three. But many of the more experienced teachers I've talked with say, "Well, you don't have to join that one, just join this one and this one." But I don't know . . . it's just something you do as a beginning teacher. You feel you should have your membership in the three organizations.

Why?

Miss Colo: During college, we discussed the fact that the local is only as effective as the members make it and that if your local must consider sanctions its members may need assistance from OEA or NEA.

Mr. Ellis: I joined just to be a member. I wanted to be a real part of the teaching profession.

Miss Hall: I think you've got to belong to all three even if you don't teach in a unified state that requires it. You've got to get yourself wrapped up in what's happening in education—and the world. A teacher can't always stay in Milo, Maine, or Mainville, Pennsylvania. We've got to prepare the children we teach to live in the bigger world. How can we do that if we hide our heads in the sand?

What advice would you give to a new teacher?

Miss Colo: Spend as much time in a classroom as possible before you take over your own class and collect as much resource material as you can.

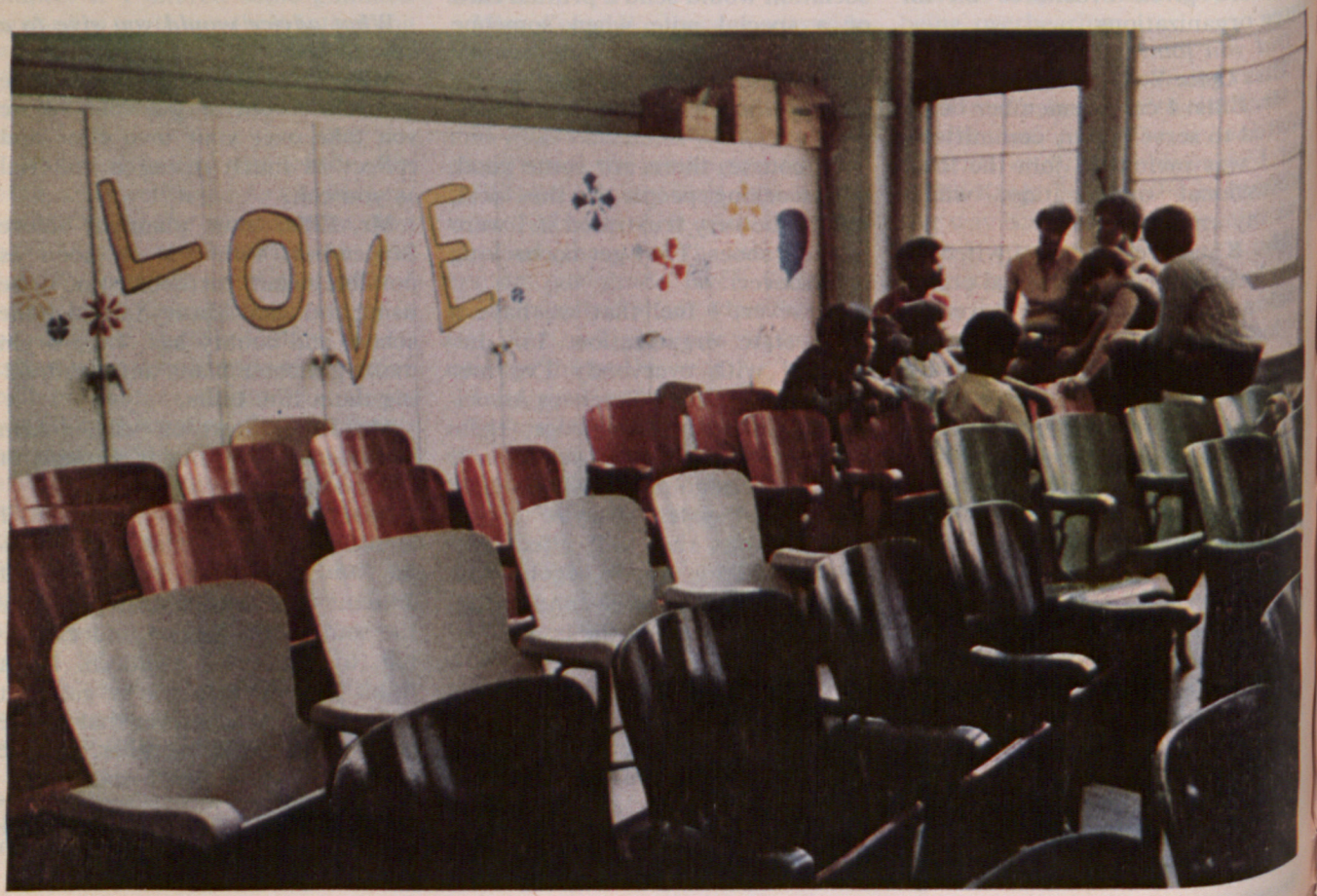
Mr. Ellis: Start planning before September! Find out as soon as possible what textbooks you'll be using and what library facilities the school and county has. Then begin making master plans and subdividing them into units.

Mr. King: Start off with a firm attitude and continue it throughout the year.

Miss Hall: To new teachers I would say that all that book learning and all those courses don't amount to a thing unless you have the soul, or the human understanding, to deal with children. Don't think just because you've got that B.S. or M.S. or whatever that you've got it made. Remember, you're working with human beings. □

TODAY'S EDUCATION FORUM This topic will be discussed further in Today's Education Forum. (See page 53.)

The Love Project



In a rat-infested slum neighborhood in Brooklyn . . . high school students are getting to know and help each other.

ARLEEN LORRANCE, *former acting chairman, Department of Speech and Theatre, Thomas Jefferson High School, Brooklyn, New York; currently on leave.*

Thomas Jefferson High School is located in the East New York section of Brooklyn, an area well-known for its rat- and roach-infested tenements. Burned-out houses and the wrecking and digging for a Model Cities Project have created a community with a startling resemblance to a saturation-bombed city.

Since the Sanitation Department visits the area infrequently, sporadic cleanup attempts by local community groups have not been too successful. The community has also been upset by the way the Police and Fire Departments control neighborhood disturbances. Consequently, the population, composed mainly of blacks and Puerto Ricans, harbors a resentment against government officials and members of the establishment—a resentment which, on occasion, has flared into minor riots over some real or imagined provocation.

Most of the 4,500 pupils who attend Thomas Jefferson High School live in this community.

When it opened in 1924, the school first served a predominantly white, Jewish, lower middle-class population. From its opening until 1958, Jefferson ranked high in attendance figures, number of graduates, number of alumni in Ph.D. programs, and number of graduates who received scholarship awards. The ethnic composition of the faculty reflected the student community.

In the early 1960's, the ethnic composition of the school began to change rapidly. Today, 99 percent of our students and 15 percent of the faculty are American blacks or have Caribbean origins.

As with many other large city high schools, Jefferson has its problems. Approximately 40 percent of our pupils do not come to school on any given day.

We rarely have racial conflicts and for the past few months there have been no political conflicts. We have our share of drug addicts and pushers, and occasionally students die from overdoses of drugs. Vandalism and theft are daily occurrences. One of the lessons most pupils learn is, "If you want to keep it, keep it with you." So, students wear their hats, overcoats, and overshoes throughout the school day.

In November of 1970, a fight took place in the school auditorium during a student government election assembly. When the battle between the two lads—one an American black, the other a Haitian black—began, I jumped from my seat and rushed toward the combat area. The hate generated in that little circle was overwhelming. Some 40 students stood about egging the combatants on, crying for blood.

By the time I reached the circle, the Haitian had fled. I grabbed hold of the other boy's hand with all the strength and love I could muster and said quietly, "Please don't go. Please sit down." Our eyes locked for a moment, and I could feel the lad hesitate. His eyes seemed to say, "I don't want to go, but I must." In that moment, we both knew the tragedy of his life: In the jungle where he spent his days, pride and manhood are far more important than one's safety or principles.

The young man showed no anger or hatred toward me. When at last he spoke, he simply said, "Let go of my hand." I did, and he was gone.

When I left the area, I was trembling, and my eyes were blurred with tears. Then I found myself back in my classroom, standing before my students weeping. Slowly I became aware of the compassion etched on the faces of the 20 pupils who sat quietly in front of me. I did not apologize for my feelings.

We discussed the tragedy of hate and the vulnerability of those who choose to love. We agreed that we could achieve brotherhood only through love.

In that classroom on that day, 21 people formed a circle of love and set about the task of finding a gentle way to reach those with whom we coexist. We formed the Seekers, a group eventually composed of teachers and students dedicated to the principle that beautiful relationships can exist between people if they consciously work to build them.

The formation of the Seekers led to the birth of the Love Project, an exercise in giving and sharing. Initially we hoped to sponsor four activities in four weeks—a Cookie Fest, a Book Fest, a Toy Fest, and a Music Fest.

When we presented our ideas to the faculty, a few teachers were eager for the Project to begin, but most were extremely dubious about the idea. Although many students received it enthusiastically, some had initial reservations about our sincerity. One who was known as a militant asked, "What's the gimmick?" We said, "There's no gimmick. We wish to give; we ask nothing in return." She replied, "You really mean that, don't you?" Throughout the next weeks, this supposedly hostile girl baked cookies, made six rag dolls, and, above all, smiled—perhaps more than ever before in her life.

We were fortunate to be able to tie the Cookie Fest in with the curriculum of the Home Economics Department. Prior to the announcement of our Fest, the two teachers in this department had proposed that their students prepare cookies and have a party for school friends and teachers. The students had responded with a resounding No. If they were to have a party, it must be for them alone; they wouldn't share with anyone.

Both teachers had been shocked by this expression of selfishness. They hoped the Cookie Fest would provide these students with an opportunity to share in a way they never had before.

The original plan called for the baking of 4,000

cookies—one for every person in the school. As it turned out, 8,000 were made in a week and a half. Students and teachers baked in class time and in their free time as well. One young man who passed the home ec room while cookies were in the oven said, "You know, they smell even better than pot."

When the baking and packaging of cookies was completed, 30 students distributed them during a home room period. At that time, after attendance was taken, classes were usually only partially full because many students were wandering through the halls. On this day, however, most students hurried to their classes and remained there. When they received the cookies, students reacted in a variety of ways. Some were apathetic; a few, suspicious; others, silly or happy. Everyone sat around waiting for someone to eat first, but, as soon as someone started (probably because he had had no breakfast), the others joined in. When the bell rang to end the period, students at Jefferson High actually smiled as they proceeded to their next classes.

Those who served as distributors were delighted with the Cookie Fest. One student wrote: "I, myself, felt the goodness in sharing and giving. It gave me a great feeling to see people enjoy something I did."

Our afternoon students are fresh from neighborhood junior high schools, which have high teacher-dropout rates. It takes these pupils a long time to adjust at Jefferson. Generally speaking, they are wild, frightened, and suspicious.

After distributing cookies to these classes, one distributor wrote: "The students in the first class I went to seemed to be drugged. Dead silence in the room. Very depressing atmosphere. Many refused cookies. Nobody knew what they were for. The teacher of this class didn't say anything when I arrived. . . .

"In the second class I went to, the opposite occurred. When I arrived, the teacher introduced me as a Seeker and told the group about us. Also, the teacher said I was going to give out cookies to everyone. These kids were much livelier than the other class. . . ."

She went on to say, "I have come to the conclusion that the teaching staff must influence the students. . . . If the teachers can stimulate the class and communicate with the students, the learning and teaching process is made more interesting."

In May, as a follow-up to the Cookie Fest we baked bread and took the loaves to a neighboring high school, where we broke bread with the students there and shared the Love Project ideals.

The faculty gave to the students during the Book Fest. Teachers and friends of teachers, school secretaries, dentists, and local residents donated books. It was our hope that by giving a student a book, one that he would select, we might encourage him to read.

Many had predicted that the location of the Book Fest would be stampeded. They expected wild pushing, shoving, and fighting. Our pupils, however, fooled the pessimists. When one young man tried to sneak into the line, a girl at the front quietly said, "Don't you think you should wait like everyone else?" Since she had displayed no anger, he said "OK" and went to the end of the line.

Hundreds of our students came to the Book Fest, scanning, holding, examining books. Our Haitian youngsters scooped up old editions of Balzac in French as if they were dollar bills. But the most sought after books were dictionaries and the complete works of Shakespeare.

The Book Fest was such a success that a second one was held a few months later.

The Toy Fest was perhaps the most heartwarming of all the activities, for it provided students and teachers with the opportunity to do something for young children.

It would be impossible to list all the touching things that happened during the Toy Fest, but a few examples will illustrate my point.

- A young Puerto Rican girl came laden like Santa with several shopping bags filled with toys she had collected from her relatives.
- The mother and sister of a student gave two sacks of new toys, purchased with $35 they had taken from their Christmas savings.
- One Puerto Rican boy, a freshman who is only partially sighted, came to school at 9 every morning, three hours before he was due, and constructed 200 individual greeting cards to accompany the toys.

The entire building became a hub of toy making. The Art Department generously contributed materials, and the students and teachers in that Department produced numerous original toys.

Laden with hundreds of love gifts, a group of students and teachers delivered them to the patients at a nearby hospital and to the children at a nearby youth center.

For the Music Fest, singers toured the school building, imparting the spirit of the Love Project and spreading the feeling of harmony and togetherness.

The atmosphere at our school changed markedly in one short month. Our principal, who had encouraged the Project from the very beginning, noted the difference when she said, "We are getting to know and appreciate one another much more."

Over one-third of our student population worked on one of the projects. Only about 7 percent of the faculty participated, but those who did willingly gave untold hours of their time and literally achieved miracles in drumming up student support and enthusiasm.

The Seekers are planning a Clothing Festival next month for the benefit of pupils who do not come to school because they have no appropriate clothes to wear. They have also launched a long-range school redecoration project by repainting a classroom that is known as the Little Theatre because it has a tiny curtained stage.

Young people are ready and willing to share. They want to accept the responsibility of helping others. They are waiting for us to join them. We can reach each other; we must want to. □

♦ *For further information, see "After All," page 80.*

The Parochiaid Decision

—dramatic excursion in a continuing judicial struggle

LEO PFEFFER, *lawyer, New York City; and chairman, Department of Political Science, Long Island University. As an attorney, Mr. Pfeffer was involved in both of the parochiaid cases recently decided by the U.S. Supreme Court: In one instance, arguing the case; in the other, filing a "friend of the court" brief on behalf of the NEA and seven other educational organizations.*

The decision handed down by the United States Supreme Court on June 28, 1971, in the Lemon and DiCenso cases, reflects once again the Court's role as protector of public and private education in America. In holding that tax-raised funds may not be used to pay the salaries of teachers in parochial schools, the Court's intention was to preserve the integrity of both public and religious schools.

The high court first assumed the role of protector of education in 1925. In the case of *Pierce v. Society of Sisters,* it declared unconstitutional an Oregon law that was designed to outlaw parochial and other private schools by requiring all children to receive their elementary and secondary education exclusively in public schools. This decision may be characterized as the Magna Charta of the American parochial school system.

In 1948 and 1954, the Court handed down two decisions which together may be considered the Magna Charta of *public* education in our country. The 1948 decision, *McCollum v. Board of Education,* forbade religious instruction in the public schools (later decisions prohibited prayer recitation and devotional Bible reading). The historic 1954 decision, *Brown v. Board of Education,* prohibited racial segregation in the public schools.

The Lemon-DiCenso decision is the latest but undoubtedly not the last chapter in the history of the Supreme Court as protector of American education. In view of the Court's consistent position in this area, it was long taken for granted that use of tax-raised funds to support parochial schools would not be upheld. Practically every state in the Union has laws forbidding such use, so it was widely assumed that the Supreme Court would interpret the provision in the First Amendment against laws respecting an establishment of religion to the same effect.

True enough, the Court did rule in the 1947 Everson case that a state may pay bus transportation for children attending parochial schools. However, this five-to-four decision was based on the conclusion that the purpose of the law was to protect the children from traffic accidents—not to help support parochial schools.

In 1949, Francis Cardinal Spellman, then the leading spokesman of the Catholic Church in the United States, stated publicly that the Church does not "expect public funds to pay for the construction and repair of parochial school buildings or for the support of teachers or other maintenance costs," since that would be unconstitutional, but only for "auxiliary services" of transportation, nonreligious textbooks, and health aids.

In 1957, however, an event occurred that was destined to have profound effects on America's educational system, including the relationship between the government and sectarian institutions. The Soviets' success in placing a satellite in space sparked a widespread demand in the United States for educational expansion—particularly in the sciences. The result was the National Defense Education Act of 1958, the enactment of which was made possible by the fact that church-related colleges were included in its program of loans and tuition grants for students. (Many previous efforts to enact laws for federal aid to education failed because parochial schools were excluded from their provisions.)

Five years later this precedent was followed in the Higher Education Facilities Act, which likewise included church-related colleges in its provisions for grants to construct facilities at colleges and universities. But the real breakthrough came in 1965 with the enactment of the Elementary and Secondary Education Act, which for the first time not only allowed but required that a proportionate part of the federal funds allocated for educational programs be set aside to finance programs for children in parochial schools.

Doubts were expressed—both in Congress and without—about the constitutionality of these provisions. To forestall any legal challenges, Congress voted down amendments which would have permitted taxpayers to sue in federal courts. This effort proved unsuccessful because in 1968 the Supreme Court ruled *(Flast v. Cohen)* that even without such a provision, taxpayers could sue. But at the same time, the Court held

The Supreme Court decisions overturning North Carolina and New York State laws prohibiting busing of pupils to achieve racial balance were discussed in the May 21, 1971, issue of the *NEA Reporter.*

Related Action Taken by NEA Representative Assembly

NEA Resolution 71-13. Voucher Plans

The National Education Association believes that the so-called "voucher plan" under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

NEA Resolution 71-41. Nonpublic Schools

The National Education Association opposes any diversion of public funds for the support of nonpublic schools. The Association recognizes that many state and local governments are considering legislation which would grant public tax monies to nonpublic elementary and secondary schools. The Association pledges to assist its affiliates to defeat such legislation.

Item 10 of New Business.
Emergency Committee for Full Funding

Since it was not and is not the intention of the Representative Assembly that the NEA withdraw from the Emergency Committee for Full Funding, it is hereby directed that the Executive Committee effect the NEA's reentry into the Emergency Committee and that the Legislative Commission and Government Relations Division, at the appropriate time in the legislative process, endeavor to delete nonpublic schools from the programs of federal aid to K-12 education.

NEA Research Division Statement

□ Although the Supreme Court struck down nonpublic school aid statutes in Pennsylvania and Rhode Island on June 28, 1971, it upheld federal construction grants to church-related colleges in *Tilton v. Richardson*. Involved was the Higher Education Facilities Act of 1963, which provides higher education institutions with construction grants for academic buildings and facilities to be used for secular education purposes.

By a narrow margin of five to four, the Supreme Court ruled that the federal act was constitutional except for one defect—the provision imposing a 20-year prohibition on religious use of the facilities constructed with federal funds. In invalidating this provision, the Court said that to avoid trespass on the First Amendment, the restriction has to last for the useful life of the property. The unrestricted use of valuable property for any purpose after the expiration of the 20-year period would in effect be a gift of value to a religious body.

The Court found less potential danger of entanglement in the federal construction grant program than in the Pennsylvania and Rhode Island programs on several grounds. College students are not as impressionable as children, and religious indoctrination or activity is not a substantial purpose in the church-related institutions here involved. Moreover, the facilities provided by government aid are themselves religiously neutral, with less need for government surveillance than in the case of teachers. Also, the government aid here is for one-time, single-purpose construction grants with only minimal need for inspection and without the continuing financial relationships or dependencies, annual audits, or governmental analyses of an institution's expenditures, as in the continuing Pennsylvania and Rhode Island programs.

—*NEA Research Division.*

in another case *(Board of Education v. Allen)* that a New York law appropriating funds to purchase secular textbooks for use in parochial schools did not violate the Constitution.

The decision in the Allen case was substantively narrow considering that as long ago as 1930 the Court had upheld the constitutionality of textbook-loan laws, but the Court's opinion, written by Justice Byron White, was very broad. It seemed to justify practically any expenditures of public funds so long as they were earmarked for the secular aspects of parochial school instruction.

For example, Justice White paid high tribute to the private schools for playing "a significant and valuable role in raising national levels of knowledge, competence, and experience." Parochial schools, he said, "are performing, in addition to their sectarian function, the task of secular education."

The logic of this statement appeared to be (and, as indicated by Justice White's later dissent in the Lemon-DiCenso decision, was intended to be) that public school funds could constitutionally be used to pay for the instruction of nonreligious subjects taught in parochial schools.

Immediately, bills toward this end were introduced in a number of state legislatures. Within days after the Allen decision, Pennsylvania passed a law providing for purchase by the state of the services of parochial schools in teaching certain secular subjects to children attending those schools.

A substantially similar salary-supplementary law was enacted in Rhode Island and in Connecticut. (In Maine, Massachusetts, Louisiana, and Michigan, measures to finance the salaries of teachers of secular subjects in parochial schools were struck down in state courts for violating state constitutional provisions.) In the Lemon-DiCenso decision, the Supreme Court held that the Pennsylvania (Lemon) and Rhode Island (DiCenso) laws were unconstitutional, with Justice White dissenting in the Rhode Island case. The Court also upheld a lower court decision which ruled that the Connecticut law was unconstitutional.

The Court's opinion was written by Chief Justice Warren Burger—an indication of its importance. The opinion indicated quite clearly that the Court rejected the idea that the secular and sectarian aspects of parochial school education can be separated so that the former could constitutionally be financed with tax-raised funds.

In the Rhode Island case, there had been a trial in which considerable evidence was introduced showing the educational philosophy and operation of parochial schools. On the basis of this evidence, separation of the secular from the sectarian was held to be impossible.

Moreover, the Court ruled that even if such a separation were possible, the laws would still be unconstitutional because they would require a state to supervise closely the operations of the parochial schools to make sure that teachers paid from public funds did not infuse sectarianism into secular subjects. Continuous

(*Continued on page 79*)

Survival and After— the Outlook for Higher Education

ELDON L. JOHNSON, *vice-president, University of Illinois, Urbana and Chicago.*

□ **Leaving the world aside except as an appropriate** and conditioning context and concentrating on what the university can do about itself, what are the major conditions required for restoring the torn and troubled university to its mission?

The pieces which lie about in great disarray cannot be put back together without a systematic reexamination of the machinery of university governance. Old structures and fundamental rules—academic constitutions, if you will—must be revalidated or reconstructed along new lines. Since authority has to be earned, not imposed, in the last analysis, and its power lies in its capacity to gain acceptance, the kind of governance which will evoke such authority will have to be agreed upon. This may turn out to be something new—maybe shockingly new.

For example, academic legislative bodies—senates, assemblies, councils, or whatever—are due for drastic overhauls. Who does the overhauling may be as crucial as how to overhaul. It cannot be done in town meeting or "rap sessions"; it will have to be done by a manageable deliberative body officially given the task. The proportions of faculty, students, and other groups can be as varied as the universities themselves. However, the assumption here is that while education may be too important to be left to the educators in one sense, it also requires too much experience and skill to be shared equally with alumni, public, or students.

Toleration of the executive and according him a necessary role in university affairs come hard for some academics because they want the university to be contemplative to the point of total immobility, with no action to ruffle the philosophical calm. A certain student viewpoint holds that presidents and their ilk should simply keep the classrooms clean and the pencils sharp. Yet if all governance and all functional titles in a large modern university were wiped out, it would soon become obvious to all but anarchists that a division of labor and a system of authority would have to be devised.

The present-day university needs to concede the indispensable role of the single executive whose scope is institution-wide. It needs to give him unmistakable authority *at his appropriate level* (or his agreed-upon sphere, if hierarchy must be avoided). Leadership cannot be legislated; it grows from being exercised. Little of it is being exercised in universities today, essentially because potentially vetoing academic groups do not view it with favor. University presidents themselves have not been blameless in playing the "participatory" game, wherein they are amiable comrades treading lightly and waiting for signals.

In the reexamination and reform of university governance, there will have to be a return to representation as a central principle. Many activists claim that representation is an antique, outmoded idea; for them, participation is the new hope. The catch to participation as a substitute for representation is the absence of any real intention of making decisions, with binding effect and accountability for the result. Despite this fact, those who usually advocate participation are often the ones who demand immediate reform—that is, decision and action. With the principle incapacitating the objective, the ground is laid for frustration, complaints of bad faith, bitterness, and, for the extremists, violent guerrilla action "outside the system."

The authority to take action in the interest of the university with the general consent of the university community is the missing ingredient today. That is why many if not most campuses need a reexamined structure and procedure, with whatever reform is acceptable to the participating groups. That process itself will force a restatement of institutional aims and build the basis for consent.

Obviously the fundamental machinery of governance should not be a single channel through which all university business and interest must flow. Plenty of university business is not of an institutional decision-making variety, and there is a place for a rich variety of other forums, organizations, and modes of expression.

The concept of the university organized (or *un*organized) for contemplation cannot be divorced from the concept of university organized for decision, but they call for very different tools. The circularity and timelessness of contemplation does not facilitate decisions; "hierarchy," "authority," and "representation" may be anathema in certain academic circles nowadays. Nonetheless, both legislative and executive decision making require deliberation from an information base, with a progressive narrowing of the options in a limited time

Condensed and adapted from: *From Riot to Reason.* Eldon L. Johnson. University of Illinois Press. 1971.

frame until ultimately somebody properly empowered can take action.

When structural reforms have been agreed upon and representation is incorporated as a participatory device, the new role of students in such governance is bound to arise. Whether one proceeds from educational grounds or strategic grounds, it would be wise to give students a greatly enlarged voice. Experience in recent years indicates that students are more responsible when taken in than when put out, and the "consumer" point of view needs to be heard.

The times call for some kind of significant and broadly based student representation on a university body which can address itself to institutional aims, plans, and policies. Whatever form student participation takes, however, all parties must keep clearly in mind that students do not know more than the faculty and cannot accomplish more than full-time academic officers. Already students may well have won more than they can make good on, but, if so, they can best be convinced by experiencing the points of failure firsthand.

In view of some student manifestos, some faculty collusion, many campus bombings, myriad threats of "shut it down," and backlash with reprisal among the public, universities must find better ways to protect themselves against disruptive acts, particularly on a massive scale. This is not easy, given the fragility of an intellectual institution based on reason, mutual confidence, and a desire to make all student experience educational. Some clues are found in what has been learned negatively:

1. Traditional rules and regulations based on individual misconduct are not adequate to deal with actions by large numbers of students directed against the university or against society.

2. Student courts or student-dominated disciplinary machinery is not effective against students who invoke political and antiauthoritarian motives.

3. The traditional dean's summary dismissal has been superseded by the new "due process," which must fulfill the requirements of the courts.

Therefore, where mass disruption and violence are involved, universities need to reshape their disciplinary procedures to make possible rapid action and fair trial outside the student subculture. They may choose from options which run from machinery less subservient to students, through administration-dominated processes, to a judge and hearing officers appointed to deal with cases *for* the university.

More important than particular forms are certain ingredients: clear rules and procedures, pinpointed responsibilities at every stage and cohesive direction at the top, speed of action with appropriate sanctions, "due process" as defined *by* the courts but not like that *in* the courts, and credibility—that is, a system which is fair and is seen to be fair.

Similarly, a fresh look should be taken at the means by which a minuscule minority of faculty and other staff members who resort to violence and coercion can be dealt with fairly, speedily, and with balanced regard to internal and external interests. The old academic freedom procedures are often inadequate for dealing with internal challenges to the rudimentary functioning of the university.

Reforms in these directions for both students and faculty are urgently needed, plus a willingness among all elements of the university community, including faculty, to *use* the machinery or have it used, once set up. This calls for faculty and administrative willingness to distinguish between dissent and disruption, to regard perpetrators of violence as beyond the therapy of "turning it into a learning experience," to punish violence done under the cloak of political symbolism, to see colleagues disciplined if guilty, and to sanction the use of force in extremity.

A subtler kind of threat to the university, but one with devastating potential, is the drive to use the university as an instrument of public policy—to intervene overtly and aggressively for social change everywhere, or perhaps particularly where, political resolution of the issue has not yet taken place.

Large numbers of people today believe that the university must take a stand on every public issue, put its weight at the right places, and vigorously exercise its conscience—not only to stop the war in Vietnam, to eradicate pollution, and to end racism, on a national scale, but to strike locally for peace, to boycott a local factory until its effluent is cleaned up, and to whip the city council into line on housing, employment, and human rights. Unquestionably the university has a role to play in these great and pressing issues, but not to the point of preempting or rivaling the role of politics and government.

As an institution, the university can and must attempt to distinguish between its legitimate involvement through its public service and the impropriety of a role normally reserved for political parties, lobbying pressure groups, legislatures, and elected executive officials. It must distinguish between the uses of knowledge and the uses of power. Where to draw the line is the essence of all discretion, and university officers exist for that purpose. The other major university missions—teaching and research—also call for decisions on what not to teach and on what research to let alone.

The overly enthusiastic activists overlook the fact that more than one faction can play at the same game. If the university is to be used, there will be more than one user, and it is a foolish activist who believes that he can have the campus to himself—either for his ideas or for his kind. The result for the university is its conversion into a political battleground with no pretense of neutrality unless established by deadlock. When opposing commandos engage in university hijacking, a crash is imminent.

The current move toward politicization of the university is an internal threat of major proportions. Action produces reaction; the threat on campus in turn breeds political retaliation from the outside, with the long arm of interference, the loss of autonomy, and

intrusion piled on intrusion. The screws of politicization are thus turned another round, with one kind by the activists, another kind by the politicians, and the university *as an institution* the loser on all counts.

For the university to protect itself against this danger, little is required except conviction and courage, but these are grounded in that which is now in remarkably short supply—institutional awareness. In times of less stress, the traditional posture of most academics has been awareness of and loyalty to a particular office or a special discipline rather than to the total university. There is some encouraging evidence that academic man is now beginning to perceive that what he prizes and depends upon is inextricably tied to the fate of his university *as an institution*: his very position, his having students to teach and research to do, his needed funds, his tenure or other claims to professional freedom, and the total environment of his career.

Now that faculty, students, and administration are being attacked institutionally, they need to respond institutionally. This is a rare opportunity to close ranks and to undertake the task of reestablishing the public credibility of the university, which is now a punching bag for gleeful politicians because it has lost its capacity for institutional recoil. The university will be in deep and desperate trouble until faculty, students, and administration awake to the insidious nature of public proposals to screen professors politically, to finance teaching as the sole university function, to remove the making of educational policy from the campus, and to put strings on student and institutional finance.

As so often happens in human affairs, adversity breeds remedies, and crises generate new energies. When the university establishes the conditions for survival in its hour of greatest trial, it will have made itself again ready for advance. However, the forces of challenge will require more than containment. The university's survival and rehabilitation must be *for* something. What really matters is determining how better to harness youthful ideals and conscience to societal reality and how better to extend and relate knowledge to human problems.

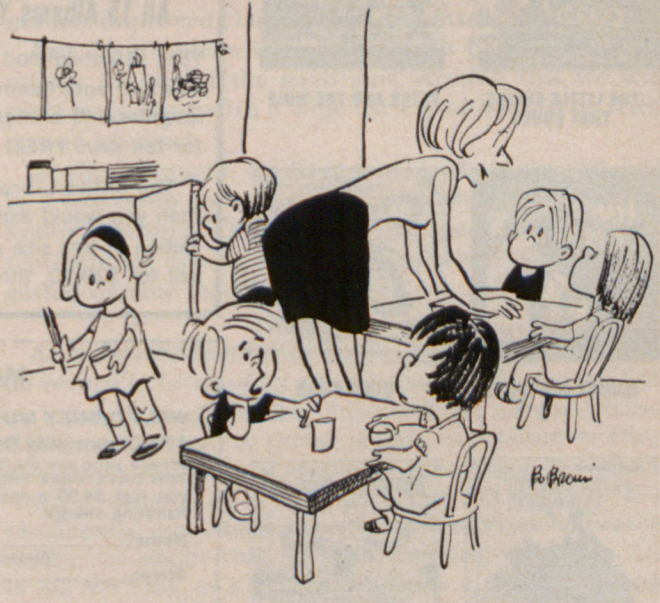
The reexamined university will need to provide something new. Among the "something new" most urgently needed are more effective means of program evaluation and more assured means of educational innovation. University professionals are like all others—myopic about things professional and attentive to self-criticism only under outside pressure.

There is need, therefore, for internal research and critical evaluation—for knowing the facts, sharpening the issues, posing the questions, and stating the alternatives. This is a task for skilled research personnel, to which must be added the guidance, broad-gauged vision, and wisdom of seasoned academic practitioners. This new dimension, with greatly increased emphasis and funding, should be added to the inadequate old idea of institutional research so that the reinforced combination can keep the academic community keenly and perpetually aware of what experience shows, of what others are doing, and of options worthy of consideration.

Built-in innovation is the needed companion piece. Of course, it is folly to assume that innovation in education is limitless and that some sudden, blinding breakthrough will obliterate the past, for daring substitutes for the past are not in evidence. Within this context, some group in some university office under some officer should make innovation its special business. Better means are needed to elicit the talents of the academic men who are particularly wise about the university's internal business and to apply these talents to what is so familiar that vision may otherwise not be lifted above the well-trodden path. This can present, for a change, the right kind of confrontation: between universities and their unexamined educational alternatives.

Few of us would romanticize that this is both the best of times and the worst of times for universities. The worst has gained the upper hand, and it will take some doing to break the grip. Yet the prospects are bright. Universities may indeed have to begin a new set of worries. If not campus disorder, then what in its place? If the drums of dissent subside, will higher education give evidence that it has listened not only to the shrill dissonance but also to the deeper beat beneath? If the spirit of activism wanes, whether from fatigue or frustration, can the youthful conscience and ideals be saved from an incoming tide of indifference or cynicism?

Young people are our link with the future; their enemies are our enemies. Even their stridently asserted half-truths will help us to see that the assumed whole truth is only half right. Therefore, it is too early to despair. Universities *can* pull themselves together. □



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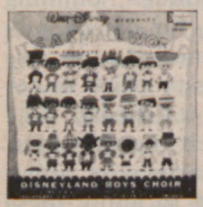

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ACTING-OUT THE A, B, C'S

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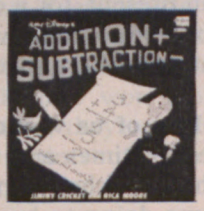

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A DYNAMIC HUSBAND-AND-WIFE TEAM . . .

A Happy Classroom Home

CORDYS WINTERTON *and* **JAMES WINTERTON,** *kindergarten teachers, Ivanhoe (California) School.*

The children weren't the only ones with anxieties when school opened last September. Two of the teachers, namely my husband and I, also had butterflies. We had asked for the opportunity to team teach together in the kindergarten. Our school district granted permission, labeling us "Co-op Teachers."

Jim and I hoped to develop a closer personal contact with each pupil through more involvement on our part. Our goal was to create an atmosphere similar to a normal home situation in which both mother and father share the responsibilities. Having taught and observed children in our area for several years, we were convinced that many of them lacked the security that comes from a home where parents work harmoniously together.

We were assigned two groups of children—a morning and an afternoon class. Instead of dividing the responsibilities by time and groups of children, we decided to share the work by subject matter areas. Jim took math, physical education, and art, and I opted for language arts and music. After 22 years of combined teaching experiences, including eight years in the kindergarten, we had no difficulty in planning a program of activities for the year.

Our class began with the usual problems of sad good-byes to parents and frustrating bus schedules, but soon we settled into a comfortable routine.

One big hurdle, however, was the layout of the classroom. The room wasn't big enough nor was it properly equipped for the activities we planned. We improvised as best we could, always with the feeling that the kindergarten experience could be more exciting, if only changes could be made in the room.

Fortunately, our principal is an understanding person who encouraged us to be specific about our needs. We also talked with a room mother whose husband is an architect. Before long he was helping us put our plans on paper. Actual measurements were taken and final plans were drawn. We consulted district specialists, ordered materials, and soon our room had the wonderful smell of new lumber and paint.

The architect entitled the project "Space Experience." The structure that he designed is an elevated 20-by-12 foot platform with brightly painted partitions, or walls, eight feet in height. Somewhat like a roofless, open-ended dollhouse, it has many nooks for private study, spacious quarters for group play, and windows, so that we can keep our eyes on the children.

Finishing it off certainly proved to be a *work* experience for us, our three teen-agers, and other relatives, all of whom spent the greater part of the Christmas vacation painting the walls and installing the carpeting, which was made of scraps and strips of shag carpet collected over a period of a year. We tacked these pieces securely in a random pattern, creating a colorful covering for the horizontal surfaces.

But it was the children who made the whole room come alive. After the Christmas vacation, the two of us watched with satisfaction as delighted faces peered out from the many brightly colored quiet corners. Eager to explore, the boys and girls were soon involved in plays, puppet shows, and role playing.

Our original plan set up a "Reading Room," but since this name was not popular with the class, the area became known as the "Book Nook." The children enjoy the small, beanbag cushions we made for this area, and they also enjoy sitting on the thick carpet. Handmade Raggedy Ann and Andy and Cinderella dolls share the Nook. Little legs get lots of exercise climbing the ladders that connect the upper and lower spaces of the Book Nook.

Still another ladder leads from the classroom floor to what the children call "the castle window." The children crawl through openings cut at the floor level to reach wonderful places of seclusion in the "basement," a ventilated space under the platform. Wide, step-like bleachers descend to the classroom floor from one side of the platform. Here the children sit for class instruction, watching movies, singing, and other group activities. Seating the children in this manner has improved class control and attention.

Our future plans include having a hat shop with a mirror on one of the partitions. Around this we will place pegs hung with a wide variety of hats to be tried on and admired.

In the basement, we have a spot where we can just fit a spaceship control panel, complete with dials and knobs that turn. There's plenty of space on top of the platform for setting up new shops when they are suggested by new teaching units.

As a husband-and-wife team, we would like to go on record in favor of an arrangement such as ours. For us it has been great. The children have adapted beautifully and appear to thrive in this environment. They love the extra personal attention of having a classroom "father" as well as a "mother"; our shy children are blossoming out. Many parents have offered favorable comments about this unusual teaching situation. All in all, we look to a bright future as a teaching co-op team. □

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Clean

Our sixth graders have been actively involved in the following project in their community of Leonia, New Jersey:

We have formed committees of children who periodically enlist the help of storeowners and business establishments in the neighborhood to save discarded bottles for recycling. The children collect the bottles monthly from participating stores. The participating store is issued a "Certificate of Merit," designed and printed by hand by the children, made out in the store's name, and displayed in a conspicuous place in the store.

Not only have bottles been collected from stores, but children have made their parents and relatives aware of the severity of the problem of environmental pollution, and bottles have been coming from home to school for our collection.

At the end of each month, our class mother calls for the bottles and delivers them to a central station where they are picked up for recycling by a glass company, which pays 1¢ per pound for the discarded bottles.

This money has been donated to various civic charities by the CLEAN (Concerned Leonians for Environmental Action Now) Organization. Recently $130 was raised in this way for UNICEF.

—Beatrice R. Lubitz, *former sixth grade teacher, Anna C. Scott School, Leonia, New Jersey.*

Finding the Correct Pages

At the beginning of the school year before my children know their numbers, they clip a clothespin to the outer edge of each book they use, page by page as we go along, to keep track of the page we are on. When it's time for our next lesson, the children quickly find the right page. This is a great time-saver with each subject I teach, and it's always a help for the substitute teacher when I am absent from school.

—Juanita W. Malichi, *first grade teacher, Wainwright School, El Paso.*

Please Be Seated

After reading the results of industrial research that showed marked increase in production when each employee was free to choose the partner with whom he would work, I decided to try the idea with my classes. Now I no longer prepare seating charts but allow the students to choose their own seats.

At the beginning of the year, I seat the students alphabetically for a brief period so that I can learn their names. Then I offer my classes the option of choosing their own seats or having me seat them. At this time, I give instructions that outline the students' responsibilities: no talking during the moving period, no running, no saving of seats, and finally—and most important—no complaining once they have found seats. I also let them know that I expect them to conduct themselves in a productive manner. Each class has wholeheartedly accepted the offer.

When students misbehave, I move the class back to alphabetical order. We seldom maintain this arrangement for more than two weeks. Once a class loses its privileges, I rarely need to remind it a second time.

On moving day, the students quietly place their belongings on their desks. I give the signal, and they move silently. When the class is reseated, the vice-president fills in the new seating chart. The whole operation takes less than five minutes.

This arrangement gives my students a chance to practice responsibility and cooperation, and under it their work has shown no deterioration.

—Ruth Rosine, *teacher of seventh grade English-social studies, Patrick Henry Junior High School, Sioux Falls, South Dakota.*

Tape Those Spelling Lessons

I pretape spelling dictation, which frees me from that chore in class and allows me to observe and help individual students while the taped lesson continues.

At the end of the spelling lesson, I place a transparency of the correct words on the overhead projector. The students and I then can evaluate the students' progress personally.

The children enjoy this type of developmental spelling as they proceed at their own pace. If a child is having a lot of difficulty in one area of the exercise book or spelling lesson, he can repeat these lessons using earphones without disturbing or wasting the time of those who are having no difficulty.

—Ernest Kortering, *sixth grade teacher, Zeeland (Michigan) Middle School.*

Color-Coded Cubes

While teaching the educable retarded, I used cubes, cut from one-inch scrap wood by the arts-and-crafts teacher, to provide drill variety in arithmetic facts. I printed numerals on each cube face. The children then rolled the blocks like dice and used the numerals that came up to write the appropriate algorithm.

My blocks were color coded. Numerals on the 0-to-5 set were black; those on the 5-to-9, red; and those on the 10-to-15, green.

Color coding made it easy to pass out suitable blocks to each individual. Examples: If a child needed practice with sums of 10 or less, I could give him blocks inscribed in black. I might give his neighbor who needed practice in subtraction a block inscribed in red and one in green, with proper instructions.

To a child needing practice in arriving at teen sums, I could give a pair of blocks numbered in red. I might give another pupil three inscribed in black so that he could become familiar with the use of multiple addends. (If the child has an individual number line on his desk, he can find or check the answers by counting.)

The advantages: While "doing the same thing" as his neighbor, a child can be working at his own level. Cheating is practically impossible. A model, for the child who has difficulty writing numerals, is before the pupil, and he must look at it to do the written work. The cubes also provide a change from flash cards and other types of drill.

—Violet O'Dea, *first grade teacher, Sumner School, Austin, Minnesota.*

Cornbox

Since I'm from corn country, I filled the sandbox in my room with corn kernels (one sack did the trick) instead of sand, which is gritty underfoot when it spills on the floor. During the winter months, the children enjoy playing in the cornbox. They have a little broom and take turns sweeping up the spills.

—Shirly Fosness, *kindergarten teacher, Huntley-Granada Elementary School, Huntley, Minnesota.*

Use Their Own Words

The following method of helping my students with spelling brings good results.

Every time I correct compositions or paragraph assignments, I make a list of all misspelled words for each class as I correct the papers. Next day at the beginning of each class, I dictate their misspelled words one at a time in appropriate sentences and have them write each word down. Then I immediately write the word correctly on the board and have them correct their own before we go on to the next word. I have an opportunity right then to show them an easy way to remember the spelling or to call their attention to a homonym or a spelling rule. Also, seeing the word correctly spelled gives them immediate reinforcement.

If a word appears misspelled in another paper later on, I will again present that word to that class. Since many more will know it this time, they will get a feeling of having improved. With this procedure, students are not threatened by a grade and do not have to spend time writing misspelled words correctly over and over again. Instead, they get personal satisfaction from spelling well.

—Elizabeth R. Keefe, *teacher of tenth grade English, Hempfield Area Senior High School, Greensburg, Pennsylvania.*

Record Keeping Made Easy

Keeping an accurate record of all assignments and classwork done in a particular class can be difficult. I have found a very useful way to keep a record of each class's work that not only helps me to keep my material well organized but also aids in my review of the work we have done.

Every semester I use a plastic report cover into which I place a copy of everything I hand out to the class. In order to distinguish easily between classes, I use a different color for each one. Then, as the semester progresses, I have an accurate record of the work as well as any notes I have made regarding how successful an assignment was. As a result, I can easily review each semester's work and use my experience with the materials to plan for the following year.

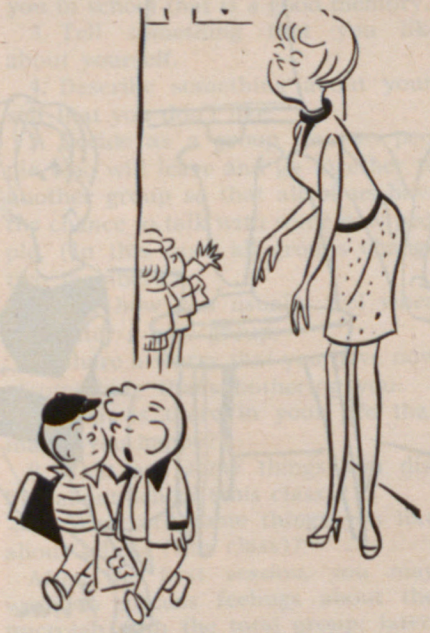
—Sylvia A. Blice, *German teacher, Harrison High School, Evansville, Indiana.*

Lost and Found

I attached a long narrow box to the base of my bulletin board to hold lost-and-found items. Besides the usual pens, pencils, erasers, lipsticks, and pieces of jewelry, the box has held such things as letters, library books, theater tickets, and a transistor radio.

"I generally do not put anything that is very valuable in the box. Since the school is small and I know all my students, proving ownership has not been any problem.

—Irene Steinbach, *business teacher, Mayville (Wisconsin) High School.*



"Notice the sneaky way she makes all this fun?"

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers and other consultants whose training and experience may enable them to contribute illuminating insights. This month we also present a student's reaction.*

When our high school offered an elective course in comparative governments for the first time, I (a third-year teacher) was asked to be the instructor. I suggested that my college-bound seniors invite various people to speak to the class and take part in a question-and-answer period afterward. My only stipulations were that the speaker must either be an elected official or a former officeholder.

My students showed genuine interest, but my own enthusiasm proved short-lived. The first speaker that my students invited was the ex-mayor of a neighboring town—a man of unsavory character, I recalled, as soon as he began to speak. Investigation into his activities while in office led to a short jail sentence.

The speaker began by describing the "pitfalls of government." He belabored those willing to share in his "legal" moneymaking activities but who "betrayed" him when the investigation began. "I was sent to prison while the real criminals escaped," he told my class. In conclusion, the man stated: "I'd do it all again, only this time I'd be more discreet."

I was appalled! How could I hope to reaffirm my students' faith in honest government or in the high moral standards of elected officials? The question period revealed that while some of the students were shocked, others were sympathetic to his plight. One boy agreed that perhaps local government officials must deal with racketeers in order to keep crime "out in the open."

After the speaker left, I tried unsuccessfully to straighten things out. The next morning my course of action was clear. We'd have no more speakers like that. I told the class that from now on each student must choose his speaker from a list that I would compile. The students accepted this, though I heard murmurings.

The class went smoothly enough

the rest of the term, but I have asked myself these questions many times: Did I have the right to change the rules after the project started? Is a teacher responsible for protecting his students from undesirable viewpoints? Could I have handled the situation in a better and more democratic way?

Consultants' Comments

Teachers are responsible for presenting all sides of a controversial issue. In this instance, the teacher might have brought out in class discussion the need for knowing more than one side of the case. This might have taken place the day after the speaker's presentation, or better still, before he came.

Full value from a speaker is realized when his ideas are analyzed and evaluated through group discussion in the light of goals that the group holds. In critical thinking, this is the step in which facts are gathered and weighed for relevancy to established goals. After all the speakers had been heard, their ideas could have been written down so that the class could arrive at conclusions based on the entire series of speakers, rather than on an isolated example.

However, the third-year teacher made a standard reaction, and an understandable one, when he pushed the panic button. More experience and a greater sense of security in the role of classroom teacher might have evoked a different response.

Student response indicated acceptance of the ultimatum, and this suggests that the rapport between student and teacher must have been quite good. Since the teacher felt concern about taking an arbitrary stand, one suspects that a democratic atmosphere generally must have prevailed and that in spite of this particular action, many democratic goals were achieved.

—A. Marie Murphy, *twelfth grade social studies teacher, Lockport (New York) Senior High School.*

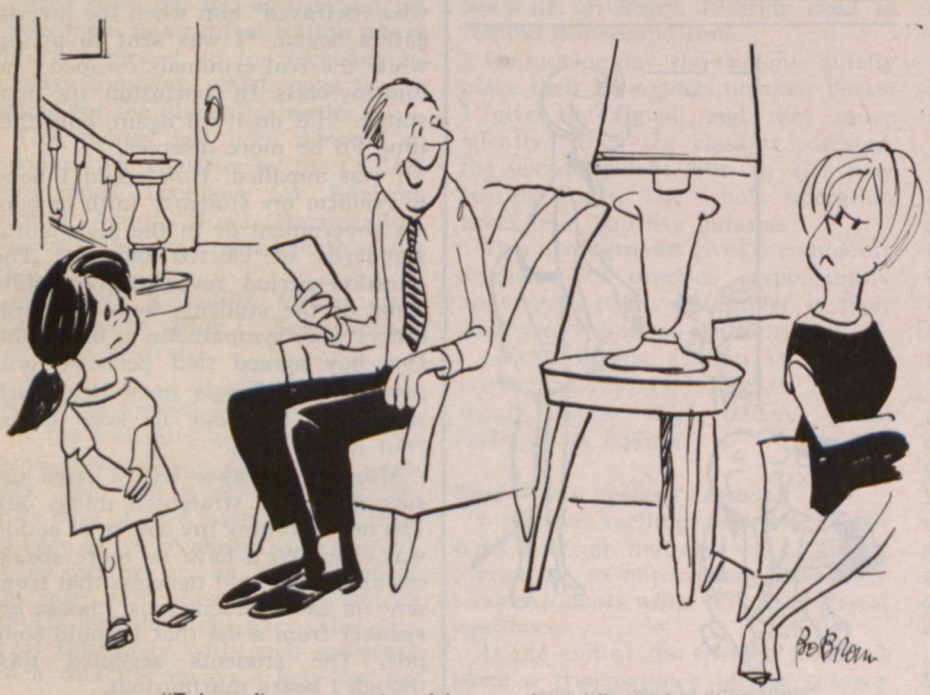
The teacher failed to capitalize on the fact that democratic government is no better than the degree of information, interest, and active participation of the electorate. Here was a marvelous situation for a government teacher. His responsibility was to initiate a thorough in-class study of what was said, during which student reaction on both sides of the question could be heard.

The speaker in this case was no speaking from a position of truth and fact, but from his own bitterness and frustration. However, he considered his presentation factual and complete. The teacher didn't need to change the rules but only to guide his students so they could hear both viewpoints. The lesson then becomes one of explaining the questions, What kind of government do we have? What kind do we want? Who has the responsibility? Who pays the bills?

Allowing students to plan a unit of this kind is an excellent way to motivate interest in an electorate that is rapidly becoming aware of the 18-year-old vote. But it is the teacher's responsibility to make sure there is a framework into which speakers and their topics will fit.

The class could draw up the list of possible speakers and topics that would then be reviewed by a student committee and the teacher. I feel the teacher should issue the invitations, thus assuring a businesslike commitment, as well as a modicum of control. In this way, the needs of the pupils and the responsibility of the teacher could be met in a better structured situation.

—Karl D. Allen, *civics instructor, Hot Springs County High School, Thermopolis, Wyoming.*



"Takes after you—got an A in speech and flunked math."

Although a teacher may disapprove of a speaker's methods for moral reasons, he should not try to protect his students from "undesirable viewpoints." Young people must become aware of unscrupulous political dealings in order to correct them.

The teacher set up a barrier between himself and his class when he decided to restrict the choice of speakers. He began by entrusting his students with their own microcosm of democracy, then turned dictator.

It would have been better to invite a speaker to present the other side of the story, thus allowing students to form their own conclusions. This would have been a more democratic and more educational solution to the problem.

—Marsha Buckman, *senior, Wilson Borough School, Easton, Pennsylvania; president, Pennsylvania Future Teachers of America.*

INTERACTION BRIEFS

SHARING AND CARING

"If only my youngsters would stop picking on one another, and learn to care about each other!" This is a common teacher plea, because in a society that fosters competition as strongly as ours does, it is not easy to create the kind of classroom atmosphere where children interact with each other with affection and acceptance. Nonetheless, classroom activities can be planned to foster openness and trust and to encourage a sharing and caring atmosphere, and this edition of "Interaction Briefs" presents some specific activities designed for such a purpose.

These activities, known collectively as *microlabs*, can be planned for kindergarten through high school (and on into faculty meetings). Microlabs can be carried on with a total class but are usually planned for small groups of three to six persons, because if groups are too big, it may be difficult to talk fully and easily. Each of the groups should have as nearly as possible the same number of participants; otherwise the smaller groups will finish before the larger ones.

Groups can be formed in a number of ways. You might count off by fours, for example, and have random groups; or you might use work groups that already exist. You might say, "Find three other people whom you don't know very well," or "Get together with another person whom you see as quite different from yourself, and then join with another couple," or "Join with two friends."

Groups can be set up nonverbally by having one person walk up to a person with whom he would like to work, and take his hand; that person then chooses a third member in the same way, and so on. When establishing groups in any way that is new to pupils, it is wise to have a run-through with one small group, while the others watch, to make sure everyone understands the procedure.

When you begin a microlab, keep your explanation simple, perhaps saying, "We're going to be talking about some things today that will help us to know one another a little better, and the topics will be different from what we usually talk about. Let's sit close together in our small groups, so we can hear easily, and let's try to look at each other when we talk. I'll be joining a different group for each topic. Let's begin by talking about the best thing that ever happened to each of us. Take a minute to think. Anyone can start in each group; you don't have to go in any order in the circle."

Now join a group and participate as a member, sharing with the pupils as you expect them to share. Keep an eye on the other groups, and when your group has finished and you think most other groups have, then move to the next topic, saying, "I may be interrupting before you're through, but I'm going to ask you to go on. If someone didn't have a chance in your group, then let him start the next round. This time we're going to tell each other the worst or saddest thing that ever happened to us."

Here are some additional suggestions for discussion during your microlab, which can last as long as you think appropriate:

1. Tell about something that happened to you in school that was unpleasant. (For older children: Share a vivid elementary school, junior high, high school memory—not necessarily in sequence.)
2. Tell something that happened to you in school that is a good memory.
3. Tell something that you like about yourself.
4. Describe something about yourself that you don't like.
5. Decide as a group on two people who will leave and go together to another group so that all of us have the chance to talk with some new people. (In this case, all groups change two members.)
6. Tell how you usually feel when you enter a new group.
7. Share a worry that you have now —something that's bothering you.
8. What is there in your life that makes you happy?
9. What are some things you dislike about school (this class)?
10. What are some things you like about school (this class)?

After the first session, you may want to discuss feelings about the microlab with the total group; later, the experience can end without further talk. Whatever feelings or ideas pupils express should be accepted, because judgmental behavior inhibits openness and trust.

Sharing feelings and concerns with one another is a powerful way to create an atmosphere that encourages people to care about one another, and this is the purpose of microlabs. Next month's "Interaction Briefs" will have additional microlab suggestions, but in the meantime you and your pupils can create your own discussion topics for sharing-and-caring microlabs.

For more detailed information about microlabs, see: Encounter in the Classroom: New Ways of Teaching *by Elizabeth Hunter. New York: Holt, forthcoming, fall 1971.*

—Elizabeth Hunter, *associate professor of education, Hunter College, City University of New York; associate member, NTL Institute for Applied Behavioral Science (an autonomous organization associated with the NEA).*

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on a monumental study, Indicators of Quality, *conducted by Columbia University's Institute of Administrative Research (IAR). Authored by Martin N. Olson, executive secretary of the Associated Public School Systems (APSS), this study asked the question, "Do educators have specific evidence*

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on which factors in schools and classrooms promote effective learning experiences for children?"

Developed over a seven-year period, the measurement process relies on 51 items of student and teacher behavior that can be observed in a classroom. The system emphasizes four criteria: individualization, interpersonal regard, group activity, and creativity. Using this system, researchers observed 18,528 classrooms in 112 largely suburban public schools in various parts of the country.

For a detailed analysis of the study, see IAR Research Bulletin, *Volume 11, Number 1, and* APSS Know How, *Volume 22, Number 5, both obtainable from Institute of Administrative Research, Teachers College, Columbia University.*

Does class size make a difference?

Yes, according to the IAR study. "Any way one tries to slice it, smaller classes produced significantly higher scores than large ones. This was true for both elementary and secondary levels."

However, at the elementary level, there are three "critical break points"—certain class sizes where performance scores drop sharply—5, 15, and 25. At the secondary level, there are two: 10 and 15.

"It would be well for systems to consider altering their class-size ratios if close to and on the wrong side of an actual break point," suggests IAR researcher Olson. "However, to expend school funds to lower just any existing ratio by one or two students seems entirely unjustified in view of this evidence."

For certain styles of activity and for certain subjects taught, varying numbers of students in the classroom produced little variation in scores. What seems clear, reports Olson, is that emphasis should be placed on adapting class sizes to fit the unique needs of particular subjects and various educational activities.

What teaching techniques appear to be most effective?

Even more important than class size are "styles of educational activity," according to the IAR study. Small group work, individual work, discussion, laboratory work, pupil report, and demonstration are most effective. These styles consistently produced high scores for most subjects at both the elementary and secondary levels. Olson recommends that less use be made of the lowest scoring styles: lecture, question and answer, seatwork, and movies. He adds that "present data indicate a heavy reliance on the less effective styles."

How effective are substitute teachers?

Classrooms under the direction of substitute teachers scored at a very low level (just above zero) at both the elementary and secondary levels. Even student teachers and teacher aides were found to score as much as 4.7 mean points higher.

An analysis of the teaching techniques used by substitutes showed frequent use of tests, movies, TV, question and answer, lecture—all the lowest scoring styles.

Olson suggests that either substitute teachers should improve their performance in the classroom or alternative methods of handling teacher absences should be developed.

Are some days of the week more productive than others?

Yes. Monday was the lowest scoring day and Friday was the highest. This was true for both elementary and secondary levels. Tuesday, Wednesday, and Thursday scores fluctuated very little from the mean scores for all days, but the Monday-Friday difference was great.

Olson suggests that perhaps the more relaxed attitude toward substantive accomplishment that exists on Friday may be the cause of higher scores on that day.

"Wouldn't you think they'd have some of these problems solved before now?"

MY SON IS A NURSERY SCHOOL DROPOUT

The problem of school dropouts is rapidly becoming one of national urgency. Articles, news stories, TV specials, and journals have been devoted to the topic. As a parent who has faced this problem in her own family, I'd like to share my experience.

For no apparent reason and with no warning signals, one fine autumn day my youngest son (let's call him Robert) informed me that he was not returning to school. In my dismay, I valiantly tried to meet this upsetting situation with as much reason as I could marshal.

I rushed to the library and skimmed the books and education journals. Some prominent, highly respected educational philosophers present a view sympathetic to the dropout. They feel that for many students, the schools in our society do not provide meaningful, satisfying experiences. Robert seems to fit into this category. He is of average intelligence. In many areas he shows signs of potential talent: He colors inside the lines; he recognizes B for Big Bird, R for Romper Room, and L for Lucy; he counts up to 25 and knows how to paste and cut.

At the end of the first day of nursery school, his teacher took me aside and told me that he was cooperative, cheerful, and creative, and Robert waved a fistful of bright finger-painted pictures, happily informing me that he'd had a lot of fun. The next morning he calmly told me he wasn't going back.

"But why, Robert? Why?" I pleaded for an explanation.

"I went yesterday!" was his only response. The reader can imagine my anguish, disappointment, and concern for his future and my freedom. Perhaps it was the school. Maybe he didn't relate positively to his peers.

Suggestions from friends and relatives poured in. "Frankly, I'd try another school," one person advised. This seemed to make sense. How could we accept failure so easily, so defenselessly? The next week I managed to finagle an acceptance at another nursery school (which had already closed its doors to new admissions).

Robert dressed reluctantly. He seemed to sense that it was important for him to make an attempt at finding a meaningful experience in school surroundings. He seemed to know intuitively that it was not only essential for his own life but for the country as a whole and for me.

At the end of the first day in his second school, the teacher took me aside. "Robert is very creative, cheerful, and cooperative," she reported, with a smile.

Robert greeted me with a fistful of brightly colored pictures. "I had lots of fun," he informed me.

But the next morning he refused to get dressed for school. "I'm not going," he announced.

"But why, Robert? Why?" I pleaded.

"I went yesterday!" he said.

What will become of him? Will he ever be a contributing member of this society? Will he stay on the fringes for the rest of his life—a statistic at four? my husband and I worried.

Our concern mounted. No matter how we approached him for a logical reason for his negative attitude toward school, his response was noncommittal. We toyed with the idea of taking him to a child psychologist. Nip this dropout business in the bud.

Robert and the psychologist spent an hour together. I fidgeted and thumbed through some of the journals I had borrowed from the library. As I read, I thought of Robert with all his latent never-to-be-tapped talents. I dabbed at my eyes. The door opened and the psychologist and Robert came out.

"Robert is a cheerful, well-adjusted, cooperative, and creative child," Dr. Speckstein informed me authoritatively.

I tried to form words to ask advice —help—on the thorny educational crisis we faced with Robert. But no words came because Dr. Speckstein and Robert were already busily looking at some children's storybooks on the table in the waiting room.

And so Robert stayed home. He didn't seem to mind bidding farewell to his friends in the neighborhood as they left for various nursery schools. While he sat at the table cutting colored paper and pasting designs, I called every agency I knew to ask if some sort of rehabilitation or training program existed for individuals in Robert's predicament. I discovered that *no such programs are available.*

Robert's early childhood education would have to be a do-it-yourself approach with mother guiding the program. Immediately, Robert and I worked out a schedule.

He is mastering the laundry and the launderette. He puts nickels in for detergent, quarters in the washers, and dimes in the dryers. He goes to the drugstore for the newspaper and counts the change. He is learning to dust. He has arranged his toys in a neat order on the shelves on the wall in his room: boxed games on the middle shelf, stuffed animals on the top one, and books and puzzles on the bottom one. His latest interest is in making peanut butter sandwiches. This requires skill, finger flexibility, and discipline.

Sadly, these experiences are no substitute for nursery school. However, my husband and I are hoping to provide Robert with a positive home atmosphere—one conducive to his growth and the development of a healthy attitude toward society. By seven, he should easily handle the job of a mother's helper, a short-order cook for peanut butter sandwiches, or an aide in a launderette.

Deep within me, I feel a resentment toward the government. If nursery school were compulsory, Robert and the thousands of other dropouts like him would have no choice but to discover the meaningful experiences inherent in nursery school education.

Meanwhile, I tackle each day with faith and strength. Slowly, Robert is talking more about his reasons for dropping out of school. Just yesterday, after building a city of blocks, he quietly said, "Mommy, you know why I didn't like school?"

I held my breath, barely whispering, "Why, Robert?"

"Because of having to rest. I hate to rest."

I feel, in time, the deep psychological reason for his dropping out will surface. I am patient. In a year he starts kindergarten and that *is* compulsory. Isn't it? Isn't it?

—Mimi Brodsky Chenfeld, *freelance writer, Columbus, Ohio.*

LOCAL ASSOCIATION OF THE MONTH: NEW HORIZONS FOR WEA

□ **The Waterloo Education Associa**tion began to come out of its cocoon about two years ago. Today its members are "in"—in the real world, that is.

Relying on NEA evaluation and state (ISEA) staff assistance, the association set out to test its wings. Unification was adopted in the fall of 1969—with the understanding that an executive director would be employed to continue program development, administer a staff operation, and establish the association as a business operation.

In the spring of 1970, WEA ran into bitter confrontations with the board of education, which left hard feelings, not only between board and staff, but also between teachers and their colleagues. That spring was crucial for the association because members had financially committed themselves to the employment of staff. They also decided that it was time for their association to move out of the cramped headquarters in the school administration building and establish an independent office in the community.

Dues increased $30 following unification and employment of staff. As a result, membership dropped from 897 members to 805 members, and not all who joined believed their association was moving in the right direction.

The diversity of attitudes within the association came through loud and clear when SEEK, its new political action arm, endorsed candidates for three vacancies on the board of education. SEEK (Support Excellence in Education for Kids) became the main issue in the election and was much discussed both in faculty lounges and throughout the metropolitan area of 130,000 persons.

After 13 days of detailed news stories in the local paper, the right of teachers to become politically involved was established. The association acquired a new image; the novelty of teacher action in politics captured the imagination of the local press. Since the election, reporters make calls at the WEA office part of their regular news beat.

Another major turning point for the association was winning the right to place representatives on the screening committee for selection of a new superintendent. One of the candidates approved by the association was named to the post. During his first week on the job, the superintendent, on request, met with the WEA executive committee to determine the basis for relationship during the coming year. The first meeting produced an agreement to cooperate and to work on as positive a level as possible for both parties.

In this age of conflict and confrontation, cooperation can be highly suspect. Our members, however, were willing to accept the working concept with the understanding that they had the right to blow the whistle at any time and move into the arena of open conflict.

The WEA UniServ director represents the association at each meeting of the Administrative Executive Committee. Through this representation, the association has the opportunity to give input regarding administrative reorganization of the educational program, improvement of human relations, personnel considerations, and other specific issues confronting the school district. Further, the UniServ director participates as a member of the tentative budget committee dealing specifically with all staff salaries; the association is therefore not kept in the dark regarding the school budget or program development.

In the attempt to define the working concept of cooperative planning and development, the superintendent offered the acronym UPTIP (Unification Program Through Involvement of People), and this title has pretty much stuck.

In major areas dealing with selection of administrative staff, a joint committee composed of an equal number of administrators and WEA-appointed members makes recommendations, which are then submitted to the board of education for action. WEA is committed to a legislative process whereby positions are necessarily determined by our representative council.

Material gains achieved through UPTIP include wage increases averaging 7.32 percent for all staff members at a time when the state legislature mandated that school budgets be limited to a 5.1 percent total increase. Personnel files are open; any individual may petition a joint committee for removal of inappropriate or unsubstantiated items. A sophisticated extra-pay schedule has been accepted, subject to further refinements. In all, 23 major revisions have been jointly agreed to and adopted by the board.

The concept of cooperative involvement is a basic premise for organizational action and development. WEA employs it in determining goals and objectives for the organization. It also employs this concept in building political alliances: The value of cooperative planning and action has been emphasized through participation in the 1971 Urban Institute (sponsored by NEA's Center for Human Relations), which helped us build a human relations team of 23 broadly selected representatives.

WEA is attempting to regain the significance of cooperation in educational decision making. Its involvement in UPTIP is a beginning which will require better definition and a more formal structure as time goes on.

Although WEA is following a path which may seem contrary to current trends in association, administration, and school board relations, it will continue to pursue it as long as it is tenable for the parties involved.

—**Larry L. Kelley,** *UniServ director, Waterloo (Iowa) Education Association.*

"I'm working my way through my first year of teaching."

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates.

The Budget as a Means to an End (#1). 14 pp. $1.25. 261-08406. Home Economics Education Association.

College Opportunities—Admissions and Activities (#2). Summer 1971 *Journal of the NAWDC*. 48 pp. $2. 596-17074. National Association of Women Deans and Counselors.

Comprehensive Musicianship: An Anthology of Evolving Thought (#3). Discusses the first 10 years (1959-69) of the Contemporary Music Project. 119 pp. $2.50. N.D. 321-10456. Music Educators National Conference.

Curriculum Materials 1971 (#4). Lists the curriculum materials exhibited at the 19th Annual ASCD Conference in St. Louis, March 6-10. 106 pp. $2. 611-17510. Association for Supervision and Curriculum Development.

Determining the Effectiveness of Teaching Home Economics (#5). 35 pp. $2.50. 261-08408. HEEA.

Elementary Education Today: Its Impact on Children (#6). Forty-six articles from *Today's Education* and other NEA publications on the process of elementary education and how well this process is meeting student needs. 335 pp. Cloth, $4.50, 381-11974; paper, $4.75, 381-11972. American Association of Elementary-Kindergarten-Nursery Educators.

The Elementary School: Humanizing? Dehumanizing? (#7). Selected articles from the 1969-70 issues of *The National Elementary Principal*. 168 pp. $4. 181-05596. National Association of Elementary School Principals.

Facing the Music in Urban Education ($8). January 1970 *Music Educators Journal*. Prepares the music educator to cope with the severe educational problems created by poor housing, unemployment, and poverty. 96 pp. $2.50. N.D. 325-10392. MENC.

Financial Status of the Public Schools, 1971 (#9). Gives the most recent data on pupils, teachers, school revenue, and school expenditures. Includes data on military and education expenditures of selected foreign countries. 43 pp. $1.25. 511-20834. Research Division.

Guidance in Industrial Arts Education . . . for the '70's (#10). 24 pp. $1.25. 641-21336. American Industrial Arts Association.

Instructional Technology Graduate Degree Programs in U.S. Colleges and Universities 1969-71 (#11). 28 pp. $3. N.D. 071-02900. Association for Educational Communications and Technology.

Listen to Me (#12). Report of ninth annual NEA-CHR conference. 28 pp. 50¢. 871-24844. Center for Human Relations.

Mathematics and My Career: A Collection of Essays (#13). 62 pp. $1.30. 301-01004. National Council of Teachers of Mathematics.

Maximum Salaries Scheduled for School Administrators, 1970-71 (#14). Research Report 1971-R2. Gives precise information on maximum salaries scheduled for supervisory and administrative personnel, system by system, for reporting districts enrolling 6,000 or more pupils. Includes summary tables. 100 pp. $2.50.

It's not too late to order for AMERICAN EDUCATION WEEK, October 24-30, 1971

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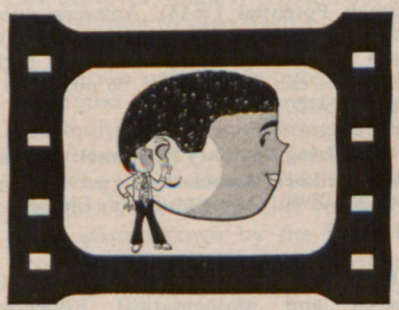

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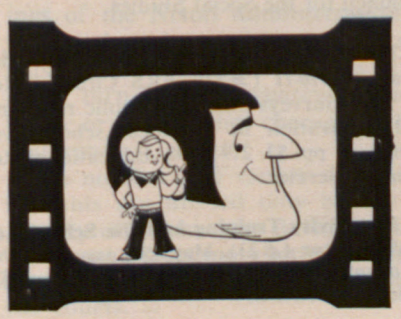

AEW Packet, 1971. Contains one sample copy of all the new materials produced to help observe the 1971 event, "Help Schools Bridge the Gap." Represents a valuable planning tool for American Education Week. $3. 058-01968.

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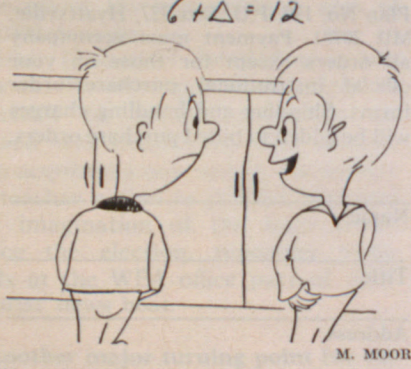

M. MOORE

"If you don't know the answer, make the chalk squeak. She'll tell you to sit down."

435-25466. Research Division.

More Unfinished Stories for Use in the Classroom (#15). Volume II. Twenty-nine stories from *Today's Education*, which present typical situations faced by elementary and junior high school students in daily life and require a solution based on moral or ethical values. 36 pp. $1. 381-11976. NEA Journal.

NAESP Convention Reporter (#16). Highlights of the 1971 annual meeting of the National Association of Elementary School Principals, Cleveland, April 17-21. 24 pp. $2. 5 or more copies, $1.60 each. 411-12788. National School Public Relations Association.

Negotiation for Improvement of the Profession: A Handbook for Local Teachers Association Negotiators (#17). Five major parts: Instruction, Personnel Policies, Evaluation, Continuing Education, Educational Development Councils. 95 loose-leaf pages. $5. 381-11978. National Commission on Teacher Education and Professional Standards.

On Early Learning: The Modifiability of Human Potential (#18). Answers questions on how much a child's ability to learn, personal development, and early influences can be modified. 56 pp. $2. 611-17842. ASCD.

Organizing Auxiliary Personnel: A Handbook for Local Associations (#19). 24 pp. 25¢. 111-03980. Association of Classroom Teachers.

Piagetian Cognitive-Development Research and Mathematical Education (#20). Presents conference papers covering 14 topics in the general subject area of Piaget-type research and its relation to mathematics education. 255 pp. $3.50. 301-01002. NCTM.

Problem-Centered Social Studies Instruction: Approaches to Reflective Teaching (#21). 96 pp. $2.75. 497-15138. National Council for the Social Studies.

The School Public Relations Administrator, 1970-71 (#22). ERS Circular No. 3, 1971. Surveys status of public relations administration in 208 local school systems. 60 pp. $3. 219-21498. Educational Research Service.

Sensitivity Training and the School Administrator (#23). May 1971 issue of *The National Elementary Principal*. 116 pp. $2. 186-05608. NAESP.

The Shape of Education for 1971- (#24). Highlights major education issues 64 pp. $3. 411-12790. NSPRA.

Social Studies Education Projects: A ASCD Index (#25). 84 pp. $2. 611-1784 ASCD.

Standards for Cataloging Nonprint Ma terials (#26). 56 pp. $3.50. N.D. 071-0288 AECT.

The Teaching Clinic: A Team Approac to the Improvement of Teaching (#27 44 pp. $1.25. 867-24484. Association o Teacher Educators.

What's Good for the Student? (#28 Helps music teachers and guidance coun selors focus on their common goals fo the student. 10 pp. Pkg. of 5, $1. 328-10 N.D. MENC.

Women's Roles, Labels, and Stereo types (#29). Spring 1971 *Journal of the NAWDC*. 48 pp. $2. 596-17072. NAWDC.

To order, list on a separate sheet the title, stock number, price, and quantity for each item desired. Quantity discounts: 2-9 copies, 10%; 10 or more, 20%. N.D. No discount. Mail to: National Education Association, Publications-Sales Section 107, 1201 Sixteenth Street, N.W., Washington, DC 20036.

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SHOPLIFTERS *(Continued from page 3*

opportunity to observe the shoplifting problem firsthand. Their personal ex periences gave a credibility to the campaign that the committee felt would have been difficult to achieve by any other means.

As a result of their involvement in the campaign, teachers became more aware of clues that might indicate shoplifting, such as possession by a student of excessive amounts of candy, gum, or small toys. They have also been able to alert parents about unusual behavior in their youngsters that might be indicative of shoplifting.

Do campaigns such as the Champaign-Urbana one reduce the incidence of shoplifting crimes? "I see a

definite impact for nine or ten months," says Lieutenant Dawkins, "but when school is out, there is a rise in youthful shoplifting."

This comment points up the need for follow-up programs at the end of the school year, which stress a variety of problems related to summer activity, including safety in swimming, boating, and other leisure activities, as well as being "safe" from breaking the law by shoplifting.

There is a cry for relevance in the schools today. What could be more relevant than for schools to work hand in hand with the community to help solve some of the urgent problems of youth? Certainly shoplifting is one of those problems. □

PAROCHIAID (*Continued from page 64*)

surveillance of religious schools would result in excessive entanglement of a state in church affairs. This is forbidden by the First Amendment. The Court held that the Constitution in effect guarantees the integrity and independence of both public and parochial education, and the new decision protects both systems.

The National Education Association and seven other public educational organizatons joined in a brief as "friend of the court" in the Pennsylvania case, and it is appropriate here to quote from the introduction to that brief:

"We are not unaware of the failings of the public school system. We recognize that it is being subjected to widespread criticism, particularly in its operations in crowded, impoverished urban areas. To a substantial extent, this criticism attributes to the public schools responsibility for so much of the ills of urban poverty, thus perhaps revealing how much is expected of them. Nevertheless, recognizing the deficiencies of public education, we believe that the solution is to be sought in improvement, not in dismemberment.

"America has great faith in its public school system. We believe that this faith is not misplaced. The American public school system is one of the most precious contributions we have made to modern civilization. It would be a tragedy not only for America but for all the world if it were destroyed.

"The statute challenged in this case is but one of the many increasingly successful efforts throughout the nation to siphon off public funds for nonpublic schools. Unless halted, the inevitable result will be a proliferation of private schools with an escalation of the exodus of middle-class children from public schools. The end result cannot be anything but a public school system inhabited almost exclusively by the disadvantaged poor. We would be returning to the days of the degrading charity schools although they would now be euphemistically labeled public schools."

The Lemon-DiCenso decision has not saved public education; only public education can save itself. The Court has, however, made it possible for public education to save itself by assuring, for the time being at least, that its disintegration will not be effectuated or facilitated by governmental financing of a multitude of competing religious school systems.

Yet ways are already being devised to obtain state aid in other forms than those struck down by the Lemon-DiCenso decision. Measures introduced in state legislatures call for tuition payments to parochial schools and tax credits to parents sending their children there; state payments to schools for record keeping, reporting, and other administrative expenses; assignment of public school teachers to serve in parochial schools; and so on.

Perhaps the most popular device now being suggested, with the blessings of the Nixon Administration, is the voucher plan, under which all parents would receive vouchers they could turn over to whatever school, public or private, they choose for their children.

The number and variety of devices like this are limited only by the ingenuity of the lawyers devising them. So we can expect more bitter struggles in state legislatures and litigation in the courts. □

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AFTER ALL

□ **The editors read them by the dozens** and the hundreds. Unsolicited manuscripts, that is.

We're always hoping to find articles which convincingly tell of the success of a teacher or a school in raising the aspiration or the morale or the achievement of boys and girls. We don't find many. For every teacher who sends in an exciting account of constructive, challenging activities, fifty describe programs they call successful without showing they really *are* successful and twenty-five bleakly discuss problems without offering hope or answers.

You can see then why we snatched at the Lorrance manuscript on the "Love Project" (pages 60-62) and read it avidly. We liked it. But we wondered: Is the Project—an exercise in giving and sharing in an urban high school beset with problems—really as effective as the author claims? Or is she naïve, Pollyanna-ish?

We telephoned Mrs. Lorrance for more information, and not only the facts she gave us but her warmth and enthusiasm convinced us that *Journal* readers would get practical ideas and a lift from her article. Furthermore, they might like to explore the topic further with her. So we asked if she would discuss the Project with any NEA member interested enough to call her at an agreed-upon time. She would be delighted. She'll stay by her telephone on Sunday, September 26, from 8 a.m. to 5 p.m. Pacific Daylight Saving Time, ready to talk with any of you who call (at your own expense, of course).

She has now moved to California, where she is spreading word on the Love Project. If you want to telephone her, send a postcard to Section L, *Today's Education*, 1201 16th St., N.W., Washington, DC 20036, asking for her phone number and we'll send it by return mail.

As you face your classrooms at the beginning of the year, do you ask yourself what difference one teacher can make to each of those kids? If so, read this item sent in by William W. Purkey (professor of foundations of education, University of Florida; author of *Self Concept and School Achievement*, Prentice-Hall):

"As an educational psychologist who sometimes serves as a consultant to public school systems, I encounter teachers who seem defeated by their situation. They tell me their buildings are old, their classes too large, that students are unmotivated and parents don't care. They say, 'There's little I can do.' When they say this, I think of Mrs. Fields.

"During my high school days, I was a very poor student. My grades, my attendance, my attitude were equally terrible. I was convinced that teachers were tigers whose goal was to crunch my psychological bones.

"At the beginning of my senior year, I was assigned to a history class taught by Mrs. Fields. Although the school building was old and the class was crowded, she seemed to have great expectations for each student. One day she stopped me after class, looked into my eyes, and said, 'Bill Purkey, you *can* become a good student; I *know* you can.'

"I said something flip and went my way, but her words echoed again and again in my mind. Gradually I began to risk a little effort in her class, and I'm sure she saw this as a small victory. Because of her encouragement, I began to put my mind to the business of learning.

"Ten years later, when I received my doctorate, I made a special trip to my home town to tell Mrs. Fields what a difference she had made in my life. When I arrived there, I learned that she had been killed in an automobile accident some time before.

"Today, when teachers say there's little they can do, I tell them what I wanted to say to my former teacher: 'When you work with people, everything you do makes a difference and all of your accomplishments are major. There are no small victories, Mrs. Fields.' "

"It is strange that when one considers his education, he thinks of teachers and teaching rather than of knowledge and facts," comments Bishop Gerald Kennedy in his *While I'm On My Feet* (Abingdon Press). "Not that the latter are unimportant, of course, but only that we are persons and the ultimate truths for us are found in personal relations."

The bishop recalls among the teachers who most influenced him these who have their counterparts (you, for one?) in today's schools:

Miss Snow White. "That was her name, so help me. . . ." Just to be near this beautiful elementary school teacher was almost too much ecstasy for one small boy.

Miss Hicks, austere and a strict disciplinarian. "None of us ever got away with anything, but when we would sometimes refer to 'old lady Hicks,' there was no malice in it."

Mr. Brown, high school chemistry teacher, rough and tough, who refused to listen to excuses but who gave his students their first view of the physical world with all its mystery and miracle. "And to me it was like Balboa seeing the Pacific Ocean or an astronomer discovering a new planet."

And his greatest teacher, Miss Margaret Painter, who taught public speaking and debate at Modesto High School in California.

"She found me floundering in the hopes and torments of teen-agedom and made the path straight. After being in her class a few weeks, I knew what I wanted to do. She had the quiet authority of quality and it was unthinkable to give anything less than the best in her class. I remember her saying after a public-speaking contest I won only because of the inept ness of my opponents, 'That would have been good enough for some people.' I think the highest praise she ever gave me was: 'That sounds like you.' She compared each person with his own potential and she took a very dim view of average performances from students who could do better.

"There is no better preparation for an ambitious speaker than debating. It forces you to organize your material and to speak for a verdict. . . . I have listened to speech after speech at conferences with no sharpness and no clear word. If only those poor souls had taken debating from Miss Margaret Painter! . . .

"She was a great person. Without any preaching or moralizing, she affected the characters of all her students. Others may have had more glamour and sex appeal, but no one on the faculty was more loved." □

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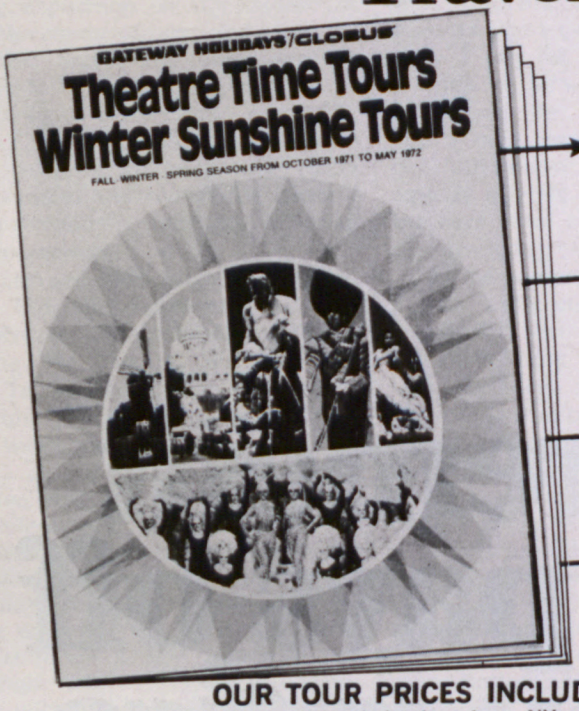
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